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Mar. 1959

PN-ARE-382

SEMIANNUAL REPORT  
  
OF  
  
UNIVERSITY OF NEBRASKA  
  
INTERNATIONAL COOPERATION ADMINISTRATION  
  
OMNIBUS CONTRACT  
  
TURKISH UNIVERSITY PROGRAM  
  
PERIOD ENDING MARCH 31, 1959

BY

Harry G. Gould  
Campus Coordinator

A.I.D.  
Reference Center  
Room 1656 NS

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Harry G.Gould, Coordinator

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UNIVERSITY OF NEBRASKA-ICA-CONTRACT

Entered into        -     March 28, 1955

Amendments        -     May 3, 1955  
                         June 29, 1955  
                         Aug. 5, 1955  
                         Sept. 19, 1955  
                         March 16, 1956  
                         July 3, 1956  
                         Sept. 22, 1956  
                         Jan. 5, 1957  
                         Nov. 22, 1957

Superseded by New Contract, May 1958 to extend to December 31, 1960.

SCOPE: Render technical advice and assistance to Turkey for the purpose of:

1. Creating a New Land-Grant-Type University at Erzurum, Turkey.
2. Training its faculties of Agriculture and supporting fields.
3. Developing and strengthening Ankara University's program in Agriculture and Veterinary Medicine.

Conditions Governing Operations: Services provided in Turkey are an integral part of the United States aid and will be performed under the general policy guidance of the USOM Director; the University of Nebraska will be responsible for all professional and technical details of the contract and shall keep the USOM Director currently informed of the progress of the project.

|                   |                                                                                |                |
|-------------------|--------------------------------------------------------------------------------|----------------|
| <u>Financing:</u> | 1. Total ICA commitments from March 28, 1955 to March 31, 1959                 | \$1,388,000    |
|                   | 2. Estimated additional financing which may be provided if funds are available | <u>736,549</u> |
|                   | Total                                                                          | \$2,124,549    |

## ACCOMPLISHMENTS

### ANKARA UNIVERSITY

This six-months' period was marked by the continued gradual phasing out of certain technical assistance to Ankara University on which Nebraska Specialists had been active since the inception of the contract. Termination of advisory activities in the field of Soils occurred when Dr. Robert Fox returned to his duties at the University of Nebraska on March 1, 1959. It was felt that responsibilities for these activities could be turned to Turkish specialists who had been operating under the Nebraska Staff members there. (Final report on Dr. Fox's activities are contained in this report.)

The Extension and Information Specialist, Harold Allen, returned to Turkey for a second two-year assignment after about two months home leave in the United States.

The Home Economist, Prof. Mary Rokahr, completed a two-year assignment and the valuable work which was started in this field was taken over by Dr. Evelyn Morrow on January 4, 1959.

The continuation of this advisory work in the fields of Agricultural Extension and Home Economics seems particularly important. No college level teaching has previously been given in these fields in Turkey. Both of these areas are extremely important to the development of the University to help solve living standard problems in the country. Ankara University has indicated very great interest in these fields. Incorporation of these subjects into the Ataturk curriculum seems highly desirable.

Prof. Paul Weigel the architect on our staff in Turkey has continued to give special assistance to Ankara University in the planning of the New Home Economics building for that campus. No definite progress on construction has been reported to this time.

### Participants

The number of participants from Ankara University studying in the U. S. has held constant during this six months' period with new arrivals and departures balancing out as follows:

#### New arrivals Oct. 1, 1958, to March 31, 1959

Colakoglu, Mahir - December 1, 1958  
Dokuzoguz, Mehmet - October 22, 1958  
Ozer, Mustafa - October 9, 1958  
Tolgay, Nermin - October 22, 1958

#### Departures - October 1, 1958 to March 31, 1959

Demirtas, Hamit - October 8, 1958  
Esberk, Tevfik - November 3, 1958  
Incekara, Fethi - November 7, 1958  
Koylu, Kazim - November 3, 1958

## ATATURK UNIVERSITY

This six months' period was highlighted by the opening of Ataturk University at Erzurum, Turkey, on November 17, 1958. (See Report of Dr. Crowe.)

Prior to this opening, the Minister of Education, Dr. Yardimci, carried the responsibility of Rector of the New University. Later this responsibility was transferred to the Dean of Agriculture, Dr. Prof. Isfendyar Kadaster. Kadaster was a man of ability and experience but it was soon evident that these two responsibilities were more than one man could be expected to handle. A few weeks after the opening of the University, Prof. Dr. Sabahattin Ozbek, formerly Dean of the Faculty of Agriculture in Ankara University and Chairman of the Horticulture Department there, was appointed Rector of Ataturk University and Prof. Dr. Eyub Hizalan was made Dean of the Agricultural Faculty at Ataturk University. This team has demonstrated outstanding ability in meeting some of the problems inherent to a new institution and there appears to be great confidence that these persons will supply the leadership needed to achieve the objectives which the founders of Ataturk University had invisioned for this school.

### Participants

An increasing number of Ataturk participants have been arriving at the University of Nebraska to be trained for staffing this new institution. As usual one of the major problems in connection with this training is the inadequacy of the English training before arrival here. Most of these participants have to be enrolled in Special English classes and given at least six months of intensive training before they are able to understand lectures given in class work. If a participant is programmed for studies for a degree, this means that during this English training, little or no progress can be made toward any credit for such degree. It does not mean that this entire time is wasted, however, because usually this is a very fruitful period for the participant to gain information about our way of life here and the underlying philosophy of our educational system.

### New arrivals Oct. 1, 1958 - March 31, 1959 for Ataturk Program

Arikan, Osman - January 16, 1959  
Berkman, Inayet - January 19, 1959  
Biyikoglu, Kemal - January 27, 1959  
Ersayan, Altan - January 27, 1959  
Ertugrul, Hursit - January 27, 1959  
Gorgunay, Neriman - January 27, 1959  
Ipek, Haluk - January 27, 1959  
Istar, Ali - January 27, 1959  
Karatas, Saban - January 16, 1959  
Ogus, Lutfi - January 16, 1959  
Oner, Mehmet - February 13, 1959  
Yuksel, Hasan - January 27, 1959

## PLANS AND RECOMMENDATIONS

### ANKARA UNIVERSITY

#### Nebraska Staff

The University of Nebraska staff at Ankara has now been reduced to three Specialists and one Secretary as follows:

Veterinarian - Dr. B. T. Simms  
Ag. Extension & Information - Harold Allen  
Home Economics - Dr. Evelyn Morrow  
Secretary - Beth Woods

It is planned to maintain these positions at least through the period of the present contract. The positions in the fields of Soils, Crops, Engineering and Animal Science at Ankara University have been discontinued. The position of Letters and Science Specialist is being transferred to Ataturk University as of July 1959. The gradual phasing out of technical advisors to Ankara University is in line with the original plans which provided that by this time counterparts should be sufficiently well trained to carry on with the ideas of improvement and change as advocated by the Nebraska technicians. The extent to which these ideas and procedures have taken hold will be difficult to measure immediately. Reports indicate that in too many instances counterparts were assigned too many other duties to be able to properly study and try out the Nebraska staff ideas. The need for adequate counterpart service must be continually emphasized and the termination of certain services may focus attention on these needs.

#### Participants from Ankara

There were twelve Participants from Turkey on the Ankara University program in the U.S. on April 1, 1959, including five Agriculturists, four Veterinarians, and three Home Economists. Plans call for four participants to come about July 1, 1959, for two months' study at Nebraska and other Land-Grant Colleges. These will include the Dean of the Faculty of Agriculture, the Secretary of the Ankara Faculty, a forage crops professor and an entomologist.

Two horticulturists and one economist are scheduled to arrive about September 1, 1959. Additional participants will be limited to special commitments.

### ATATURK UNIVERSITY

#### Nebraska Staff

The University of Nebraska is just beginning to build a guiding staff at Ataturk University in Erzurum. The following personnel were on hand at the opening of the University in November 1958:

Associate Chief of Staff - Dr. L. W. Crowe  
Administrative Assistant - Homer V. Judge  
Secretary - Vera Crowe

Specialists appointed or new positions to be filled during the immediate future:

|                                |                    |                    |
|--------------------------------|--------------------|--------------------|
| Letters and Science Specialist | - Dr. H. L. Weaver | - June 1959        |
| Soils Specialist               | - Dr. M. D. Weldon | - June 1959        |
| Librarian                      | - Wayne Collings   | - May to July 1959 |
| Forage Crops                   |                    |                    |
| Animal Science                 |                    |                    |
| Agricultural Economist         |                    |                    |
| Agricultural Engineering       |                    |                    |
| Chemistry                      |                    |                    |

#### Participants from Ataturk

There were 27 participants on the Ataturk-Nebraska Contract in the United States on April 1, 1959. All of these participants were engaged in programs extending for about two years or longer. This number included six persons with Doctorates from Ankara University and they were given research assignments in their respective fields. Results of the research work carried by these people are used generally to advance their professorial ranking in Ataturk University. In addition to their research, intensive training efforts are made to acquaint all participants with the philosophy of Land-Grant Colleges in America and their organization and operation particularly as they differ from the European-type University. Seminars were arranged to assist in this training.

Undergraduates who were received here for university study were generally assigned for one year with the provision that if satisfactory progress is made during this year of study, the individual will be considered for extension for an additional year.

#### GENERAL

##### Nebraska Staff

Chief of Staff and Dean - Dr. Otto G. Hoiberg  
Administrative Assistant - Doris Lesoing

##### Participants

The greatest training problem for most participants is due to inadequate English. Most of the participants demonstrate remarkable ability to make themselves understood. However on arrival in the U. S. too few of them are ready to sit in on class lectures and understand what is being said.

The University of Nebraska is giving Special English training and will continue to supply a specialist to handle such courses for the new arrivals. It is recommended that participants be required to pass more rigid English examinations before being sent to the U.S. Those who bring their families with them should follow a rigid requirement of speaking only English in their homes. This is a severe discipline but would pay off in greater accomplishments in their training program. Constant use and practice in English is essential. Conversational groups meeting regularly have proven effective in

improving English and are excellent media for broadening understanding of ways of our community and family living. A breaking up of close knit Turkish groups is essential in any effective training program. English learning often progresses more rapidly when participant is sent to other universities where no other Turkish personnel are attending.

Advanced courses in English are a requirement for those studying in the Graduate College and they must pass their English tests before being eligible for advanced degrees.

### Objectives

It is generally recognized that the main objective of a technical aid program is to reach the goal at the earliest possible time and terminate the program when such objective is accomplished. Under the Nebraska Contract the services to Ankara University are logically being reduced and terminated except for the new fields of Extension and Home Economics. In these two fields which are new in the teaching curriculum of Turkish Universities, it is evident that continued guidance for from three to five years is essential for successful accomplishments.

Services to the New University of Ataturk will be required for a much longer period if the objectives of inculcating some of the philosophy of the U. S. Land Grant Colleges into this institution is to be accomplished. The building of the minimum physical plant will probably take three to five years. The organization and operation procedures will require a longer time. Gradual reduction of technical assistance should be started at the earliest possible time but complete phasing out cannot be predicted in the foreseeable future if objectives are to be reached and maintained.

### Changes in Nebraska Staff Titles at Ataturk University

1. Biological Sciences: This is the position which has hitherto been referred to as "Letters and Science Advisor" and for which Dr. Harry L. Weaver is being processed. This shift in title to "Biological Sciences" is made because the latter will identify Dr. Weaver with a specific academic field and thus enable him to become a member of the Council of Professors in the Faculty of Letters and Science. In addition to his academic responsibilities in the Biological Sciences (a certain amount of teaching, for example), Dr. Weaver will, as a matter of course, also have advisory responsibilities in regard to the Faculty of Letters and Science, as a whole, such advisory responsibilities to be implemented under the direction of the Associate Chief Advisor.
2. Forage Crops and Range Management: This is the position previously referred to as "Crops."



3. Experiment Station Development: This position is new and has been temporarily combined with the Soils Science position and Dr. M. D. Weldon is assigned to handle advisory services in its preliminary stages. As the program develops there will be need for a Specialist to give full time to this position. Experiment stations will have to be established in Elazig, Van, and Diyarbakir within five years of the dates that land was acquired by the University in these areas. If this is not done, the land concerned will automatically revert to other uses. In the case of Elazig, for example, the University now owns 10,000 donums of agricultural land, 2,000 of which are irrigated. If some type of experiment station utilizing this land has not been established within five years of acquisition date, the land will be taken from the University. Erzincan is a fourth locality where early action along experiment station lines is planned.

UNIVERSITY OF NEBRASKA-ICA CONTRACT TURKISH PROGRAM

PERSONNEL

ADMINISTRATIVE COMMITTEE

Chairman.....Marvel L. Baker  
Chancellor.....Clifford M. Hardin  
Dean of Agriculture College.....W. V. Lambert  
Dean of Graduate College.....John C. Weaver  
Dean of Architecture and Engineering.....Merk Hobson  
Arts and Science Advisor.....Albin Anderson  
Animal Pathology and Hygiene.....George A. Young  
Public Relations.....George S. Round

HOME STAFF

Coordinator.....Harry G. Gould  
Secretaries.....Frances Lawritson  
Mary Peo  
Finance Officer.....Ruth Swanson  
Academic Advisor.....C. W. Ackerson

Home Office: Room 207, Agricultural Hall  
College of Agriculture  
University of Nebraska  
Lincoln, Nebraska

# PERSONNEL

## UNIVERSITY OF NEBRASKA STAFF IN TURKEY October 1, 1958 to March 31, 1959

| <u>Name</u>        | <u>Position</u>                         | <u>Period of Assignment</u> |                |
|--------------------|-----------------------------------------|-----------------------------|----------------|
|                    |                                         | <u>From</u>                 | <u>To</u>      |
| ALLEN, Harold L.   | Extension and<br>Information Specialist | Sept. 17, 1956              | Nov. 1, 1960   |
| *CROWE, L. K.      | Associate Chief<br>Advisor (Ataturk)    | Oct. 15, 1958               | Oct. 14, 1960  |
| *CROWE, Vera       | Secretary-Part Time<br>(Ataturk)        | ---                         | ---            |
| FOX, Robert L.     | Soils Specialist                        | Aug. 20, 1956               | Feb. 28, 1959  |
| HOIBERG, Otto G.   | Chief Advisor                           | June 1, 1957                | Sept. 1, 1959  |
| *JUDGE, Homer V.   | Administrative<br>Assistant (Ataturk)   | Oct. 20, 1958               | Oct. 19, 1960  |
| LESOING, Doris     | Secretary                               | Oct. 7, 1957                | Oct. 7, 1959   |
| *MCCROW, Evelyn    | Home Economist                          | Jan. 1, 1959                | Dec. 31, 1960  |
| SCHNEIDER, Carl J. | Arts & Science<br>Specialist            | June 24, 1957               | Aug. 24, 1959  |
| SIMMS, B. T.       | Veterinarian                            | July 1, 1957                | Aug. 22, 1959  |
| WEIGEL, Paul       | Architect                               | June 1, 1957                | June 6, 1959   |
| *WOODS, Beth       | Secretary                               | Sept. 22, 1958              | Sept. 21, 1960 |

\*Arrived in Turkey during this period.

## REPORT

by

C. W. Ackerson  
Academic Program Officer

The work carried on during the period October 1958 to April 1959 was concerned with Ankara and Ataturk University Participants and their programs, plus a group of Ankara University Professors on tour. The Turkish group here is never static but changes with the phase of each participant's program.

From September 30 to October 4, Dr. Homer Goodding and I conducted a tour of Central Nebraska to include Hastings, Lexington, North Platte and Ogallala for Professors Esberk, Incekara, Bozkaya, Dermirtas and Koylu. These men were shown farming, ranching, manufacturing and alfalfa dehydration setups, plus school and county agent activities.

New arrivals in October were Messrs. Ozer, Dokuzoguz, Colakoglu and Mme. Tolgay. Finishing touches were prepared on their programs, and these programs were gone over in detail with the participant and Mr. Gould. Each was taken around the campus to the areas involved, or prepared for departure to other institution. A one-day trip to the Hamburg nursery areas was conducted for Dokuzoguz's benefit. Schedules were arranged and implemented for the individuals.

During this time correspondence was maintained with Dr. Carl Schneider concerning the program of new Ataturk participants: Osman Arikan, Inayet Berkman, Neriman Gorgunay, Abdullah Gurcan (who later aborted the program), Haluk Ipek, Lutfi Ogus, Mehmet Oner, Hasan Yuksel, Suphi Kiram (also failed to show), Hursit Ertugrul, Kemal Biyikoglu, Saban Karatas, Ali Istar and Altan Ersayan. Tentative programs were examined, revised and approved. These participants arrived in the latter half of January and all but Saban went to work in Lincoln, at least for a while. Ipek later went to Oregon State University. The programs of these participants have been under scrutiny periodically.

Programs have also been worked on for Mahmut Ayfer, Mithat Ozsan and Turan Gunes. These participants were tentatively scheduled to arrive in June of 1959, but due to their seeming lack of English understanding a September 1959 date was suggested and accepted in Ankara. Dr. Gunes is prepared to work at the University of Nebraska but the other two plan to study on the West Coast.

Plans for the coming of Professors Bekir Alkan, Omer Tarman, Dean Ekrem Izmen and Mr. Hilmi Pekalp are being matured for a target date of July 1, 1959. Their program will resemble that of the five-man group from the University of Ankara during the fall of 1958. Several letters have been exchanged with Dr. Schneider relative to their programs. Both the time of their coming and the lack of an interpreter were stumbling blocks.

In addition to the problems of the newly arrived participants there were raised those of the earlier Ankara and Ataturk groups. Without exception requests

for extension of the program was requested by each. Some of these were granted in whole or in part. As a result revisions of existing programs became a necessity. Plans for travel of those completing tours in the U. S. were made, unmade, and revised. Never have so few wanted to see so much. Where possible, travel within the budget limitation has been approved.

Special problems were raised in the cases of Ozgencil, Haki Ozbek, Mehmet Aydin and Fethi Acil, some of which are not yet resolved.

The main problem with the majority of participants remains that of communication in the English language. There is no solution save more intensive instruction prior to arrival in the U. S.

## EXCERPTS FROM

## REPORT

by

Otto G. Hoiberg, Chief Advisor

### A. PERSONNEL AND OFFICE MATTERS

1. During this period, new staff members were added to the Nebraska Group, as follows:

Miss Beth Woods - October 3, 1958  
Dr. and Mrs. Lawrence K. Crowe - October 25, 1958  
Mr. Homer V. Judge - November 7, 1958  
Dr. Evelyn Morrow - January 5, 1959

Dr. Morrow succeeds Miss Mary Rokahr in the Home Economics Department of the Faculty of Agriculture, Ankara University.

The only departure was that of Dr. Robert L. Fox who left Turkey on Dec. 27, 1958 after completing 2½ years assignment with Ankara University.

As of March 31, 1959, the personnel total in Turkey stood at eleven (11). Staff members were distributed as follows: four (Allen, Morrow, Simms, Woods) assigned to Ankara University; five (L. K. Crowe, Vera Crowe, Judge, Schneider, Weigel) to Ataturk University; one Administrative Assistant (Lesoin) and the Chief Advisor (Hoiberg) in Ankara.

2. Extensions for U. S. personnel were approved, as follows:

- a. Carl J. Schneider. Expiration date of contract was altered from June 24, 1959, to August 24, 1959.
- b. Bennett T. Simms. Expiration date of contract altered from July 1, 1959, to August 22, 1959.
- c. Otto G. Hoiberg. Expiration date of contract altered from June 1, 1959, to September 1, 1959.

The purpose of these three short-term extensions was to establish more logical departure dates for the individuals concerned, in relation to their respective work programs in Turkey.

3. The U. S. Information Service began work on the development of a major exhibit concerning Turkish-American relations, to be shown in Istanbul, Ankara, and Izmir and to be used also as a basis for newspaper stories. The Nebraska Program in Turkey will receive wide publicity through this exhibit by virtue of the fact that the Chief Advisor of the Nebraska Group was selected as one of the twelve Americans about whom the exhibit would be built. Photographs have been taken of Nebraska personnel at work with Turkish colleagues in all major phases

of both the Ankara and Ataturk University programs. This project should prove helpful in promoting a better understanding of the nature and scope of the Nebraska Program in Turkey.

4. Two additional periodic reports were requested of the Chief Advisor's office during this time. The first was a regular monthly report to the Public Services Division of ICA/Ankara, to be used as a source of information for the monthly report of ICA/Ankara to ICA/Washington. The second was a regular quarterly report to the Minister of Education to provide data for his quarterly report to the Foreign Office of Turkey.

Copies of all such reports submitted will be forwarded to Mr. Gould's office at the University of Nebraska for information purposes.

5. ICA/Ankara agreed to make a 1957 Chevrolet station wagon available to the Nebraska Group in Erzurum, as of July 1, 1959. With the 1958 Willys Jeep station wagon already on hand in Erzurum, this should provide adequate transportation facilities to meet the official needs of our Nebraska staff at Ataturk University.

6. Liaison between the Nebraska offices in Erzurum and Ankara has been maintained at a satisfactory level through personal visits of staff members and through postal, telegraph, and telephone channels. Telephone connections with Erzurum are, generally speaking, excellent. Calls placed from Ankara during the non-rush forenoon hours normally go through within ten to fifteen minutes.

7. The morale of the entire Nebraska Group appears to be good, both in Ankara and Erzurum. Despite illness, which struck hard in the homes of various staff members during the winter months, the health situation as of March 31 was favorable. As these words are written, spring is in the air, fruit trees are in bloom, and green buds are sprouting everywhere in Ankara. Erzurum is probably trailing a bit in this regard but certainly is not far behind.

8. Revision of a document containing suggestions for incoming Nebraska personnel is now in process. It will contain the collective wisdom of current staff members on a wide variety of subjects.

## B. ANKARA UNIVERSITY

1. The Faculty of Agriculture celebrated its 25th anniversary in early January. The festivities were held jointly with those commemorating the 110th anniversary of the beginning of agricultural education in Turkey. A number of Nebraska staff members attended various functions during the three-day period. The Chief Advisor was invited to write a brief statement giving his reactions to the anniversary program for publication in the proceedings to be issued. A typewritten copy of the statement submitted was sent to Mr. Gould's office and a copy of the published proceedings will be sent to Mr. Gould in due time.

### 2. Participant Training Program

In our last report, I described a new policy whereby the Faculty of Agri-

culture had made staff members below the rank of Docent ineligible for nomination under the Nebraska Participant Training Program. This policy was reversed by the Faculty during the present quarter and all staff members are now again eligible, as before. As of December 31, 1958, three Assistants from the Faculty of Agriculture had been selected and were being processed.

### 3. Equipment

Orders for equipment were held up during this period pending solution of the problem of getting through Turkish customs the shipments which had already arrived.

Fortunately, the customs blockage has now been at least partially eliminated. During November and December, two separate loads of crates were released and delivered to the campus of the faculties of Agriculture and Veterinary Science. Within a short time after arrival on the campus, the goods had been unpacked, checked against appropriate documents, and turned over to the departments concerned.

New orders for equipment and materials were placed, as follows:

Project No. 1, Home Economics: Monroe calculator.

Project No. 2, Extension and Information: (a) supplies and materials for mimeograph machine; (b) books.

Project No. 3, Animal Science: (a) autoclave, centrifuge, distilling apparatus, incubator, grinding mill, electrophotometer, microscope, etc.; (b) books.

Project No. 6, Soils Science: books and periodicals.

The administrative office of Ankara University which deals with all shipments of equipment for the faculties of Agriculture and Veterinary Science has recently informed us that final customs clearance of additional Nebraska shipments is imminent.

### 4. Department of Home Economics

The arrival of Dr. Evelyn Morrow in early January filled a gap in the Department of Home Economics which had existed since the departure of Miss Mary Rokahr last summer. Dr. Morrow is making a rapid and gratifying adjustment to her new environment.

On the Turkish side, the major development was the appointment of Prof. Dr. Nurinnisa Ozbek as Chairman of the Department of Home Economics. She replaced her husband, Prof. Dr. Sabahattin Ozbek, shortly after he moved to Erzurum as Rector of Ataturk University. She will continue to serve also in her regular capacity as Chairman of the Department of Plant Nutrition. There is every evidence that Prof. Ozbek will not permit the pressure of this dual work-load to affect adversely the progress of the Home Economics Department.

Bi-weekly meetings of the entire Home Economics staff and the Chief Advisor



have been started. There is general agreement among all persons concerned that such regularly scheduled sessions will prove helpful in relation to the continuing problem of developing sound plans for the future of the Department. Major subject areas to be discussed include curriculum, personnel, physical plant, equipment, and Participant training.

During the winter interval between semesters, Dr. Morrow spent approximately a week in Izmir. The purposes of this visit were (a) to study the work being done in the field of Home Economics at Ege University and to meet pertinent staff members there; and (b) to observe the program of the Home Economics Institute, which is operated by the Ministry of Agriculture at Bornova (located on the outskirts of Izmir).

The long-standing effort to obtain a release of local currency through ICA channels for the construction of a Home Economics building on the campus of the Faculty of Agriculture appears to be reaching a climax. With the concurrence of the Public Services Division of ICA, the Nebraska Group is working through the Food and Agriculture Division to bring the proposed project to a successful conclusion. It was through the latter Division that this proposal was originally launched. Discussions between ICA and responsible Turkish authorities are expected soon and will probably lead to a final decision at an early date.

#### 5. Department of Extension and Information

Harold L. Allen returned to Ankara in early November to begin his second two-year tour of duty as Extension and Information Specialist in the Faculty of Agriculture. At the request of ICA and the Ministry of Agriculture, arrangements have been made for him to serve as coordinator and editor in the production of a loose-leaf agricultural handbook designed primarily for use by county extension agents. The project is a cooperative effort involving ICA, the Ministry of Agriculture, and the University of Ankara. The handbook is to be printed (offset process) in both Turkish and English with an initial run of about five thousand copies and will contain approximately two hundred articles on a wide variety of agricultural and home economics subjects. It will be generously illustrated, and color will be used where it is deemed useful.

Bi-weekly staff meetings have been initiated also with the staff of the Department of Extension and Information. To supplement the discussions held from time to time on various subjects, as in the past, the following persons will henceforth confer with each other every two weeks on pertinent matters: Prof. Dr. Kasim Koylu (Acting Head of the Department), Doc. Dr. Cemil Calguner, Assistant Orhan Kural, Harold L. Allen, and Hoiberg.

This program of regular conferences was proposed by Allen and Hoiberg in order to stimulate essential growth within the new Department. The first major subject to be treated was that of curriculum. The basic work program underlying the establishment of the Department of Extension and Information provides that the following two courses shall be taught: "Extension Philosophy, Organization and Programs" and "Extension and Extension Information Methods and Techniques." Each course is to consist of two hours of lecture and discussion and two hours of laboratory per week. Despite this provision, the Faculty of Agriculture has not yet seen fit to include more than one course in its curriculum. It is our under-

standing that a proposed expansion has recently been rejected once again by the Faculty.

It is the feeling of the American element that a partial explanation of the latter situation may lie in fact that most of the Professors within the Faculty of Agriculture probably have no real understanding of the new Department and its potentialities. In an effort to overcome this obstacle, we requested specifically of Prof. Koylu that we be given an opportunity to discuss this subject with the Council of Professors, either formally or informally, at an early date. We requested further that, prior to such discussion with the Council of Professors, the Turkish and American elements of the new Department draft and reach full agreement on a detailed curriculum proposal for presentation to the Council. Further developments along this line will be reported in the next quarterly statement to you.

### C. ATATURK UNIVERSITY

#### 1. Arrival of Nebraska Personnel

This period was marked by the arrival of Dr. L. K. Crowe and Homer Judge as University of Nebraska administrators to Ataturk University. It was good to greet the Crowes and Homer Judge as incoming personnel. Following appropriate periods of orientation in Ankara, Dr. and Mrs. Crowe left for Erzurum in the new six-cylinder Willys Jeep station wagon which ICA has provided for the Nebraska delegation there; and Mr. Judge made the trip together with Dr. Schneider, Dr. Simms, Prof. Weigel, and the Hoibergs in one of the two special trains arranged by the Ministry of Education for the opening ceremonies at Ataturk University.

#### 2. November 17, 1958

This date marks the formal opening of Ataturk University in temporary quarters at Erzurum. Dr. L. K. Crowe has written a comprehensive report on the events and problems of the first six weeks of Ataturk University's history. (See also copies of speeches delivered at the opening ceremonies by President Celal Bayar and Minister Celal Yardimci, respectively.)

3. With the appointment of Prof. Dr. Sabahattin Ozbek as Rector on January 24, 1959, Ataturk University entered upon a new phase of its development. The preceding six months had been a period of intense, almost hectic, activity relating to preparations for the November 17 opening of the University and to the solution of critical problems of the initial period of operation.

Among the primary tasks confronting Rector Ozbek during his first few months at the helm have been those of (a) stabilizing the entire situation at the University; (b) taking stock of progress to date; (c) establishing priorities; and (d) continuing the development of realistic plans for the future of the University. These tasks have been performed by the new Rector with an administrative skill and a clarity of vision that have indeed been gratifying.

Tribute should be paid also to former Dean and Acting Rector Isfendiyar Esat Kadaster. His was the task of launching the new University over obstacles that

at times seemed insurmountable. The enthusiasm, energy, and devotion to duty displayed by him during his months in office were outstanding.

Five months have now elapsed since the Nebraska element established residence in Erzurum. Dr. L. K. Crowe and his American colleagues who are identified with the Ataturk University project have made a very excellent beginning. Aside from the technical assistance that has been given, a strong, friendly and co-operative working relationship has been established with the Rector and the teaching staff. This type of relationship is essential to the ultimate success of the entire Nebraska program in Erzurum.

#### 4. Turkish Teaching Staff.

The recruitment of permanent staff members of docent or professorial rank has hitherto proved insurmountable. The salary scale at Ataturk University is identical to that prevailing elsewhere in Turkey and thus fails to provide the special inducement which appears to be necessary if personnel are to be attracted to Erzurum. Only in the case of temporary appointments can extra salary increments be paid. The result has been that, with one exception (Dr. Ali Aras, a former Participant), all members of the Ataturk University teaching staff are currently serving on a temporary appointment basis. Unless the salary levels of permanent staff members can be made relatively more attractive, which seems unlikely in view of futile past efforts along this line, the only solution to the staffing problem would appear to lie in the return of Participants from the United States who can climb the academic ladder to positions of docent status and above.

#### 5. Nebraska Staff.

It has become increasingly clear to me that a group of American professors at Ataturk University for a number of years is a necessity if the educational philosophy of the "land grant" college is to take root. All the work that has been done by Nebraskans in Ankara on the Ataturk University project since the spring of 1955 could come to naught if qualified Americans are not on hand in Erzurum to work on a day-to-day basis with the Turkish staff members who will be shaping the future of Ataturk University.

As of the end of March, 1959, the situation concerning U. S. personnel at Ataturk University can be summarized as follows:

##### a. Positions already filled:

- (1) Associate Chief Advisor - Dr. L. K. Crowe
- (2) Administrative Assistant - Mr. Homer V. Judge
- (3) Part-time Secretary - Mrs. Vera Crowe

##### b. Positions not yet filled, for which appointments have been made:

- (1) Biological Science and Letters & Science Advisor - Dr. Harry L. Weaver
- (2) Soils Science and Advisor in Experiment Station Development - Dr. M. D. Weldon
- (3) Short-term Library Consultant - Wayne R. Collings

c. Positions established but for which no appointments have yet been made:

- (1) Range Management and Forage Crops
- (2) Animal Husbandry
- (3) Agricultural Economics
- (4) Full-time Secretary

d. In addition to the above positions, there are tentative budget provisions for two professional staff members whose fields of specialization have not yet been determined.

As Dr. Crowe indicates in his report (attached), all Nebraska staff members of appropriate academic rank in Erzurum will be given full faculty status at Ataturk University. The wisdom of this policy has already been amply demonstrated

A price survey of Erzurum was made by two representatives of ICA/Ankara during March. This study, we are informed, relates to the amounts which can be allowed by ICA to Nebraska personnel in Erzurum for housing and utilities under government regulations and the differential in salary to be paid by the University of Nebraska to its Erzurum personnel.

#### 6. Equipment

No actual expenditures have yet been made from the equipment fund of \$154,000, which is available to Ataturk University. Rector Ozbek, however, has given this item top priority and final action can be expected soon.

#### 7. Participants

Twelve staff members of Ataturk University left for two-year periods of study in the United States under the Participant training program, as follows:

Osman Arikan - Economics  
Inayet Berkman - Soil Science  
Kemal Biyikoglu - Animal Science  
Altan Ersayan - Agricultural Engineering  
Hursit Ertugrul - Agricultural Engineering  
Neriman Gorgunay - Home Economics  
Haluk Ipek - Animal Husbandry  
Ali Istar - Agricultural Technology  
Saban Karatas - Animal Husbandry  
Lutfi Ogus - Soil Science  
Mehmet Oner - Botany  
Hasan Yuksel - Plant Science

8. The problem of providing logistic support for the Nebraska staff in Erzurum has been given much attention since the arrival of Dr. Crowe and Mr. Judge in Turkey and now appears to be pretty well in hand.

## 9. Physical Plant

As of the close of the 1958 construction season, excavation had been virtually completed for the first four buildings to be erected on the new campus: Chemistry, Social Sciences, a student dormitory, and faculty housing. In addition, a certain amount of concrete had been poured for the foundations of the Chemistry building and the faculty housing units. Assurance had been received anew from Turkish authorities that steel and other essential materials would be assembled on the site during the present winter, in order that construction might begin next spring.

Preliminary architectural plans for the Plant and Soil Sciences Building are nearly complete. Dr. W. W. Ray and Dr. Robert L. Fox made major advisory contributions on this project prior to departing from Turkey. A comprehensive statement covering recommended space requirements for this building is on file in Mr. Gould's office at the University of Nebraska.

Under the guiding hand of Professor Weigel, work is now progressing on a statement which will recommend suitable space requirements for an Animal Science Building. All technical resources available to us are being tapped in this process; and the final product will represent the consensus of pertinent specialists here, both American and Turkish.

The building now being used for classroom/office purposes is adequate for the present academic year. If the current Ministry of Education policy of accepting all applications for enrollment is continued, however, an acute space problem may arise next year unless additional quarters become available. This is particularly true, so far as laboratories are concerned.

Students of Ataturk University are living in a hotel which has been rented in its entirety for this purpose. Lack of heat in the building during the first period of operation made the students' rooms somewhat less than cozy. Faculty members are living at various places in town and at the sugar factory about twenty kilometers from Erzurum. It is anticipated that a hotel which has been rented for use as faculty housing will be ready for occupancy in late January. ICA/Nebraska furniture is ready for shipment to Erzurum as soon as word is received that it can be used.

## 10. Library

The unfolding program of academic instruction at Ataturk University rests upon a basic assumption that students will be required to engage in a substantial amount of independent study outside the classroom to supplement their notetaking at the lectures of professors. The validity of this assumption is contingent upon (a) the presence of professors who will demand such independent study of their students; (b) the availability of textbooks for the students in all subject fields; and (c) the existence of a functionally organized, professionally staffed, and adequately stocked library. Not least among these is the latter.

The problem at hand is to implement the establishment of a type of library which has not been a part of the Turkish university scene in the past and for which no favorable legal setting exists today. Under present Turkish law, the

librarian is responsible to the General Secretary of the university and has little actual authority over library-policy determination.

It is the feeling of the Nebraska Group that the presence of an American librarian at Ataturk University for a period of time is essential if the type of library desired is to emerge. We are convinced, however, that such librarian should not be brought to Turkey until an acceptable Turkish counterpart is in sight and until the position of the library within the framework of the University has been determined. Close liaison relative to both of these problems is being maintained with Dr. Louis Steig, head of the Ford Foundation Institute for the training of librarians, which operates within Ankara University.

Although professionally trained Turkish librarians are few in number, there are several prospects from whom a staff member for Ataturk University may be selected in the not too distant future.

On the organizational front, two alternatives have been rather intensely explored during recent weeks. One approach would provide for the establishment of a university-wide Library Institute, whose head would be responsible directly to the rector of the University. The other plan would create a Library Department within the Faculty of Agriculture or the Faculty of Letters and Science, comparable to other academic departments of the University. In either case, the head of the Library Institute or the Library Department (responsible to the rector or to the appropriate dean, as the case might be), would serve also as the librarian under the General Secretary as required by law. Under this dual-role arrangement, it would presumably be possible to attract a professionally trained Turkish librarian who because of his academic status as head of the Institute or Department would be in position to influence the formation of library policy. It is, at best, a complicated problem. A satisfactory solution at an early date is imperative.

#### 11. Policy on Extensions for Participants

After extensive consultations with our Turkish colleagues, agreement has been reached as to policy governing the granting of extensions for Ataturk University Participants. This policy may be stated as follows:

- a. Favorable consideration will generally be given to a request for extension from any participant whose period of study ends during the course of a semester. The extension, if granted, will normally enable him to finish the semester's work only.
- b. Longer extensions under the Nebraska Participant Training Program will be considered only in exceptional cases.
- c. Beyond cases involving exceptional circumstances or the rounding-out of a semester's work, requests for extension will be given consideration only where all expenses for the period of extension can be met through funds derived from sources other than the Nebraska Participant Training Program. In each case of this nature, incidentally, it will have to be established that the benefits of further training in the United States will outweigh the possible adverse effects of a delayed return. As stated above, the need for permanent staff at Ataturk University is acute and undoubtedly will remain so for some time to come.

SPEECH BY PRESIDENT CELAL BAYAR  
AT THE OPENING OF ATATURK UNIVERSITY, ERZURUM, 17 NOV. 1958

"My dear citizens:

"I am here in your presence in order to open to instruction a new cultural institution which has joined our educational life, the Ataturk University.

"I feel most happy in carrying out this honorable mission. For, with the most recent methods, this our university, bearing the value of being the first institution of high education in our eastern area, is going to set up a progressive stage in the field of high education in our country. Another reason why I feel happy is that we are herewith fulfilling the last order of our great leader, Ataturk, which is of a sacred significance.

"My dear fellow countrymen,

"This university, like in all fields of progress in our country, both material or immaterial, has been the result of a unique indication of his. Here is how the great genius explained to the Turkish nation the justification for the necessity of establishing a University in the east when opening the session of the Grand National Assembly on November 1, 1937:

"Our biggest claim is to elevate our being as a nation most civilized and most prosperous. This is a dynamic goal of the Grand Turkish nation which has made sound reforms not only in her institutions but in her way of thinking, also. In order to attain this goal in the shortest time, we have to push along ideas and actions together. The success of this attempt may be made possible only through striving with a well-organized plan and in the most rational manner. It is for this reason that to leave no single illiterate citizen; to train the technical elements required by the new structure and the great development campaigns of the country; to create individuals and institutions to know and to teach the national problems and pass them along from one generation to another; and to set up principles of business in the shortest of time are the vast and ponderous obligations undertaken by the Ministry of Education. It is incumbent upon our universities and high schools as their main duties to keep these principles, to which I have made indications, always vivid in the conscious of the Turkish nation and the minds of the Turkish youth."

"The matter is well in hand.

"In this concise statement of the great leader were included not only the justifications for the establishment of an eastern university but also all the principles of a sound educational program which was to lead us to new stages in the general cultural life of our country. Upon this directive of Ataturk, in the government program which I had submitted on 8 November 1938 to the Grand National Assembly as the Prime Minister of the time, I had stated that a university would be established in our eastern area and had immediately arranged for the commencement of necessary studies. As a matter of fact, Ataturk, too,

in his last speech to the Assembly on 1 November 1938, had declared that these studies 'were being continued without delay and with utmost emphasis.' As you all know, the resumption of this important and auspicious enterprise, after an interruption of 12 years between 1938 and 1950, has been the good luck of the present party in the government. As a matter of fact, when opening the session of the National Assembly on 1 November 1950, bringing to mind the statement of Ataturk which I quoted a moment ago, I had indicated the necessity for getting to work in the coming fiscal year on the establishment of such an educational institution in our eastern area which had lagged behind in the educational field as compared to other parts of the country.

"I must declare with gratitude that since that day the Grand National Assembly and the government have taken this matter into their hands with all due importance and have completed all necessary studies and preparations and procured the financial contingencies.

"Following the usual period of preparation, last year, the foundations of the main university building were laid. The construction work is still going on. But beginning now two colleges of the university are going to start instructions in the temporary building wherein we presently are.

"I have also to point out that this period of preparation has not been solely confined to the activities pertaining to the establishment of the university and the determination and procurement of the requirements for instruction. The government has additionally taken into consideration in its entirety the general cultural requirements of the area in order that a university therein set up could operate beneficially and has brought up schools of all grades, beginning with the elementary grade, to a number and level sufficient to meet the demands of a university. During this period, in the 19 provinces in the nearby vicinity of the Ataturk University, 998 new primary schools, 41 junior high schools, 8 technical schools and 12 lycees have been opened, and 279 million liras have been spent for the general educational requirements of the area.

#### "The Scope of the Institution

"Along with the foregoing, cognizance of the following fact will also be of some use: the Ataturk University established in Erzurum is an institution of high education of not only the neighboring provinces but also of all Turkey, from the eastern border to the west. For years to come the youth of the country will find a chance to follow up their education in all levels in their own areas.

"This University which we are establishing with the aim of later including all other schools, this year is starting instructions with the School of Agriculture and the School of Science and Literature. The zoo-technical, agricultural economics and management sections of the School of Agriculture and the English, German and French divisions of the philosophy section of the Science and Literature School are now going into operation. Following these, geography and political sciences, anthropology and archeology, sociology and pedagogy, economics and history, social sciences, chemical and physical sciences sections of the Science and Literature School and the Veterinary, Engineering and Architecture Schools will be opened.



"The Ataturk University which has been established after studies soundly determining the nature and the requirements of our country and specifically of our eastern area, when carrying out a scientific instruction with a new concept of training, will start her mission by making a study of the realities in which she finds herself and as a research center of the area will follow up, in all of its phases, on the life of the people whom she is required to serve, will carry the sciences to the people and on the other hand will bring to her laboratory the problems with which the people are confronted. By so doing, she will provide a chance for the use of positive sciences as an effective element in the development of the country. It is for this reason that zootechnique, agricultural economy and management have been included at the top of the curriculum of the university.

### "Spiritual Basis of Our Reforms

"My dear citizens:

"I would like to dwell on the spiritual basis of the Turkish reforms and our general concept of educational culture after the foregoing brief explanation I made about the conception of the idea of the establishment of a university in our eastern area, the stages it has gone through and the curriculum of the Ataturk University.

"I must immediately indicate that the basis of our concepts has been laid out by Ataturk in his statement I quoted a while ago, in the most clear way to avoid all hesitation. Thus has been clarified Ataturk's concept of general culture and the functions expected from the universities. Ataturk considered it a necessity for pushing ahead together all ideas and actions in order to achieve our goal of elevating our national being to the civilized level. The Turkish nation under his leadership had made sound reforms not only in her institutions but in her way of thinking also. Individuals and institutions were required to understand the ideology of these reforms and pass it along from one generation to another.

"It is with this point of view that Ataturk accepted uniformity in training and the literacy of all citizens as a basis for the achievement within the country of a unity of thought and understanding and a standard of living, both advanced and civilized. The failure of the development, at the expected speed, of the attempts of improvements formerly begun in Turkey, including the movement of Ottoman renovation, is due to lack of understanding of this fact or lack of courage in taking steps in its implementation. It is for certain that movements in the way of changes towards the better can not be permeated to the people unless the problem of education is not taken in hand on a broad and equal level with the aim of elevating every part of the country and every member of the nation to a definite standard of culture. But this is such a great and difficult problem that it could be accomplished by only such a leader as Ataturk whose understanding of the reforms was not only an action from a materialistic angle but also a new 'way of thinking,' an awakening of the mind and the spirit together with all its spiritual elements.

"Since the beginning day, Ataturk, in his reforms, has carried along and improved movement and action together with one another.

"It is possible to find in this ideal of Ataturk the training philosophy of all our universities and colleges as well as the Ataturk University which has joined our educational life with the most recent training methods.

"By making clear Ataturk's concept of the political sciences on which this ideology is based, I think that I shall have thrown more light on the paths of our youth in the universities who are striving in this connection.

"Ataturk, who has envisaged all his reforms in the light of a progressive way of thinking even beyond the limits of his time, refuses a system of knowledge molded within the limits of scholastic or dogmatic methods. For, positive science is a system of knowledge which throws light and shows the way to the free thoughts and creative imagination through a methodical and rational training. It is only natural that institutions which only conveyed the molded learnings of the past eras would not suffice to provide for an understanding of progressive civilization and humanity and the dynamic education required by the reformist youth of new Turkey.

"He was in need of a free, secular and humanistic training. With this belief, Ataturk started to make sound improvements in the cultural institutions and the instruction methods within the country. Among these improvements may be cited the uniformity in primary and 'middle' educational levels, the change of the Istanbul Darulfunun into a university, the foundation of the School of Law of Ankara commensurate with the novelties in our concepts of law, and the establishment of the Ankara School of Arts and Literature to make a study of our history and language making use of our own sources of information.

"It is necessary to take the country as a whole.

"The eastern university which today has joined our educational life will also provide for the progress of the promising youth living in a bountiful part of the country and having an honorable history, and thus will be reached the ideal of the great savior of elevating our being to a civilized and prosperous level. I would like to state with gratitude that to open the initial schools of this university which bears his name is a pleasing success for the Turkish nation and her government.

"My dear fellow countrymen,

"Ataturk has said that distinguishing the country as the eastern and the western parts was not fair and that the country should be taken as a whole. The great savior had retained this opinion of his which he had disclosed when preparing the plans for saving the country, also in thinking of the means available for the materialistic and spiritual development of the internal structure of the country.

"Thus, with this belief, Ataturk's concept of national reform which deemed civilized prosperity and development equally essential for every individual within the country, has changed the fate of destitution of the east which has lasted for ages. My fellow citizens of the east who for several years have started to make excessive use of the materialistic elements of civilized prosperity, are now being granted with this university a most advanced institution of culture.

"Worthy youth of the East,

"You, who are starting high education in the Ataturk University are the children of a noble nation that has an honorable history of civilization in this beautiful part of our country. Our ancestors belong to the oldest races of Turks like the Pro-Hittites, the Urartu and the Seljuks who for centuries since long before written history have set up numerous civilization and great states.

"Many great heroes and Alpaslans throughout history have been brought up in the heart of this eastern part of our beautiful country. And many heroes who have filled many honorable pages of our national independence history, again, were your fathers or your elder brothers.

"It is beyond doubt that, also amongst you who are to profit from this institution of culture which we are now inaugurating, there will be many who will be prominent in the fields of arts and sciences of the great and prosperous Turkey of tomorrow.

"My dear fellow citizens,

"Before closing my speech, I would like to state with gratitude that during the preparation and the establishment of this university, we have made extensive use of the valuable guidance and assistance of our great friend and ally, the United States, and particularly the Nebraska University.

"I wish success to the training staff and students of the Ataturk University which, I am sure, will be beneficial for our eastern regions as well as the whole country.

"May this new institution of culture be auspicious to the country."

SPEECH BY HIS EXCELLENCY CELAL YARDINCI, MINISTER OF EDUCATION  
AT THE OPENING OF ATATURK UNIVERSITY, ERZURUM, 17 NOV. 1958

"Our most respected and beloved President, Prime Minister, dear guests, and people of Erzurum:

"It is known by the Turkish nation and by all the world that the great founder of our new Turkey, the late Ataturk, had a longing desire for establishing a university in our eastern provinces, and this desire he had proclaimed in one of his speeches.

"Of course, the Turkish nation and the closest and the most intimate friend of Ataturk could not stay aloof to years of sterility to this celestial desire after the death of the great savior. Therefore, Mr. Bayar, the moment he took over the seat of Presidency, in his opening speech of the Grand National Assembly, had declared that the establishment of this university was a national obligation and that the present power in government would gladly fulfill this obligation and, furthermore, he had shown a desire that this institution of culture would be named after Ataturk.

"I am happy to state that the university has today reached a suitable stage for opening through continuous efforts of the Menderes governments who have taken this testament of Ataturk as a most beloved heritage. At the same time, I deem it a pleasant obligation to express my thanks for the close interest the American government has shown by assigning the Nebraska University to take part in our joint efforts, as a result of the importance our President had indicated he had placed on this matter during his visit to the States, to the Nebraska and Turkish University groups, and to Messrs. Rifki Salim Burcak, Jevfik Ilen and Ahmet Ozel who have previously held the posts of Minister of Education.

"The Ataturk University today, in this building which you see, is opening its doors to the educational life with its schools of science and literature, and agriculture.

"Our efforts will continue impetuously to provide for this university to dispense culture and light to the future generations with all its schools to be set up in buildings to stand as magnificent monuments in an area covering 1000 donums of land, and to make it eternal as an institution worthy of the Turkish nation and a sample for the world.

"As a matter of fact, the section to compose the initial works of this University community has been given to a contractor for a sum of 20 million Turkish liras and the foundations have started to rise up.

"This will be followed by another contract of 40 million liras. Our duties do not come to an end with the opening of the Ataturk University. I feel additional happiness to give the good news on behalf of the government that a committee of experts will depart for Trabzon after this ceremony for studies on the Trabzon University which is also earmarked for establishment.

"Now, I would respectfully request that our Honorable President come to the platform to open the University, thereby filling with happiness the spirit of Ataturk and the hearts of the people."

## ATATURK UNIVERSITY OPENING

by

Dagmar Hoiberg\*

November, 1958

The new Ataturk University at Erzurum has opened its doors. We left Ankara by special train Saturday evening, November 15, 1958, at 11:00 o'clock. Another special followed half an hour later. As we came through the little villages we found them decorated with flags and greens. People stood at attention and saluted in true Turkish style as we passed. When we arrived in Sivas, there were hundreds of people at the station. We stopped there 20 minutes and all got out to stretch our legs. There we had a chance to go up to the front of our train to see how it was decorated. There was a big picture of Ataturk on the front of the engine, and it was surrounded by flags and evergreens. We were on the train two nights and one day. The food was excellent. Our noon meal consisted of five courses.

I thought I was the only woman among 100 men, but we discovered that there was another brave soul among us--a Turkish woman. There were many reporters abroad: American, Turkish, and one from Israel. They were anxious to get the story of the University.

We arrived in Erzurum at eight o'clock in the morning, November 17. The Crowes, who had gone ahead in their Jeep station wagon a few days before, were there to meet us, as were dozens of others to take all the visitors to the festivities. The age-old city was gayly decorated for the big occasion. As we drove up to the University building, there were thousands of people crowding the streets--sitting on roof tops, in the trees, etc. When we went into the building, workers were frantically cleaning out the last of the mess. (Many of the rooms had just been finished a few days before.) As the time for the festivities drew near, we crowded into the front hall to see the ribbon-cutting ceremony. As Celal Bayar, the President of Turkey, and Prime Minister Menderes came up the walk, a huge cheer went up from the crowd outside. I stood right next to the door where the ribbon was cut. A bashful little Turkish student in her black school dress held the tray with the scissors on it, and I am sure she had the thrill of a lifetime.

President Bayar gave the opening address in the new auditorium. He spoke of how it had been Ataturk's dream to build a university at Erzurum. I was also able to understand that he spoke of Nebraska's part in the program.

After the opening speech we walked over to the Lycee (girl's school) where lunch was served in a big auditorium. There were chairs at the head table where we sat, but most of the people stood up and ate. The tables, of course, were groaning with food--borek, dolmas, circassian chicken, ayran, cold turkey, roast lamb, wonderful fresh fruit, etc., etc. We sat right across the table from Prime

\*Wife of Dr. Otto G. Hoiberg, Chief of University of Nebraska Staff in Turkey.

Minister Menderes and President Bayar. After lunch we listened to the weird music of Turkish instruments and the singing of the long and sad folk ballads from that part of the country. A member of the Grand National Assembly, a woman, told us that the songs were so sad because they told of husbands who had been killed in wars with Russia; and these were the laments of the woman. We saw women folk dancers do the famous handkerchief dance. When the sword dancers came on the stage, everyone stood up. This dance is very much like a Russian Cossack dance--where knives are flashed very close to the dancers' throats. In the sword dance they clashed swords so the sparks flew. It was thrilling to watch.

Erzurum is centuries old and has always been the fortress between Russia and Turkey. There is an old fortress wall still standing. One of the oldest university buildings in the Middle East is still found here. It was built in the 16th century. There is also a famous Seljuk Mosque.

The people are a sturdy race with weatherbeaten faces. The old men wear colorful turbans and cummerbunds and layers of clothing. The peasant women wear gunny-sack like shawls that cover their faces completely and reach to the ground. Under these shawls they wear layers of clothes. It is a bitter climate and when the cold winds blow down from the Russian steppes, they need protection. Along the roads we saw the old two-wheeled carts with the solid wooden wheels which squeaked and groaned as they crept along. The carts were filled with loads of faggots, thistles and huge cabbage. The men sitting on the ox carts had their faces all bundled up against the wind. When you saw the mud huts that people live in, you wondered how they can keep warm. They stack their hay on top of the huts to help keep the huts warm and also to keep the hay out of reach of roving cattle.

Erzurum is a quaint old city, but it really has quite nice stores. There are lots of fruits and fresh vegetables in the markets.

It should be noted that the permanent buildings of the University are not yet ready. The building now in use is in town and will eventually be a girls' high school. It has been completely remodeled and is a cheerful bright building which has been nicely decorated. The hotel in which the faculty will live is a new structure fitted with western toilets and central heat. Each family will have a three- (or more) room unit to live in. The rooms are small but cheerful and nice. I think the apartments can become very liveable and comfortable.

Simms and Weigel returned to Ankara via the special train on the night of November 17, but Otto, Carl Schneider and I stayed in Erzurum for a week. We lived at the sugar factory as did Crowes, Judge, and Kadaster. The sugar factory is 20 kilometers outside Erzurum and has a lovely guest house. It is a large establishment comprising the factory, living quarters for the staff, barber shop, small store, restaurant, and movie. We ate breakfast and supper in the restaurant where the workers took their meals. The food was very good. Carl, Crowe, Judge and Otto met everyday with the Turkish staff to try to thrash out the many problems that beset them there. The poor little students wandered around the buildings waiting for classes to begin. Classes actually began on November 21.

Erzurum lies on a plain surrounded by mountains. The altitude is extremely high--6500 feet , and it gets cold early in the afternoon. At four-thirty the sun

drops behind the mountains and suddenly it is dark. The evening star comes out in all its brilliance. Because of the rare atmosphere the stars are brighter than I have ever seen them anywhere.

Saturday night we went to a party at the sugar factory where men got up and did solo dances, some of which originated with ancestors in Russia.

On the way home we really had a good opportunity to see the lovely mountain scenery, as the first part of the trip was by day. The colorful foothills with the snow-covered peaks in the background made a lovely picture. That evening the sun set in a breathtaking flash of color behind the mountains. We followed the Karasu River, headwaters of the Euphrates, for many miles as it wound in and out of the mountains. There are many tunnels and steep climbs. From our compartment in the rear of the train, we could often take pictures of the engine as it laboured up a mountain.

However lovely the scenery was, I think the thing that fascinated us most was the life in the villages along the way. A Turkish village is something unique and it is extremely interesting to behold. We watched the people as they went about among their mud huts with their Biblical-type utensils and water jugs. Even in November, groups of women were out washing clothes in the streams.

## EXCERPTS FROM

## REPORT

by

Lawrence K. Crowe  
Associate Chief Advisor  
Ataturk University

We arrived in Ankara on October 25 and in Erzurum on November 14, 1958. The time in Ankara was profitably spent in getting acquainted with ICA personnel related to the University of Nebraska program, reviewing previous reports of the chief advisor in order to become more familiar with the program, and in planning basic curricula for Agriculture at Ataturk University. Dr. and Mrs. Hoiberg and the other members of the Nebraska Group made our stay in Ankara most pleasant.

Ataturk University officially opened its doors for 170 students on November 17, 1958. From our view of the remodeled girls school building on November 14th and 15th it did not seem possible that a university could be operating in it beginning November 17th. Men and women workers in swarms did a complete face-lifting in two days and nights. Doc. Dr. Ali Aras deserves much credit for the long hours he spent in supervision of the work of these people. The anticipated arrival of President Bayar and Prime Minister Menderes no doubt served as a stimulant to all. The one most important incomplete item on opening day was heat. Heat was not supplied until the following week and then in insufficient amounts for another two weeks.

Formal opening ceremonies, orientation periods and faculty meetings occupied the first three days. The first regular classes met on Friday, November 21st. The selection of classes to be taught was governed primarily by availability of professors and facilities.

Mr. Judge, Dr. Hoiberg, Dr. Schneider, Dr. Simms and Mr. Weigel arrived in Erzurum by special train on November 17, Mr. Judge to remain, Dr. Hoiberg and Dr. Schneider to stay for a few days, and Dr. Simms and Mr. Weigel to return with the train that evening. Dr. Hoiberg and Dr. Schneider participated in the all-important faculty meetings which were held each afternoon of the first week. Dr. Schneider has returned once since then to assist in program planning.

### The Teaching Program

Ataturk University opened with two faculties or colleges, Agriculture and Letters and Science. Students could choose majors from Animal Husbandry, Agricultural Economics, or Language. Course offerings included Mathematics, History, English, Turkish, French, German, Animal Husbandry and Economics.

### Staff Members at Opening of University

Prof. Dr. Isfendyar Kadaster, Dean of Agriculture, Acting Dean of Letters  
and Science, Acting Rector  
Ankara



|                            |                  |          |
|----------------------------|------------------|----------|
| Prof. Dr. L. K. Crowe      | English          |          |
| Prof. Dr. Mustafa Akdag    | History          | Ankara   |
| Prof. Dr. Mehmet Kaplan    | Turkish          | Istanbul |
| Prof. Dr. Ibrahim Yarkin   | Animal Husbandry | Ankara   |
| Doc. Dr. Ibrahim Kafesoglu | History          | Istanbul |
| Doc. Dr. Berna Moran       | English          | Istanbul |
| Doc. Dr. Tatyana Moran     | English          | Istanbul |
| Doc. Dr. Namik Oguztoreli  | Mathematics      | Istanbul |
| Dr. Hasan Sevimcan         | German           | Ankara   |
| Dr. Oktay Yenil            | Economics        | Istanbul |
| Asst. Prof. Homer Judge    | English          |          |

The Nebraskans were volunteers when no one was available to teach the non-major English students. This was to be a temporary assignment but Mr. Judge who has done most of the teaching is still teaching English.

#### Personnel Changes and Additions Since Opening University

|                        |                                                              |        |
|------------------------|--------------------------------------------------------------|--------|
| Prof. Dr. Melahat Ozgu | German Literature                                            | Ankara |
| Doc. Dr. Gunduz Akinci | Turkish                                                      | Ankara |
| Dr. Resad Akun         | Veterinary Science<br>(a part time assignment from the army) |        |

Dr. Oktay Yenil, Economics, received a scholarship and is now at the University of Chicago.

Doc. Dr. Gunduz Akinci, Modern Turkish Literature, is now at the Faculty of Letters, Ankara University.

Prof. Dr. Eyub Hizalan, Soil Science, newly appointed Dean of the Faculty of Agriculture.

Dr. Adnan Erzi, History and Oriental Philology, temporarily in charge of the library.

Mrs. Umit Erzi, Secretary to the Dean of the Faculty of Agriculture and the Rector.

Dr. Aysel Bati, Economics, replaced Dr. Oktay Yenil.

Doc. Dr. Resip Sonmez, Animal Husbandry, replaced Prof. Orhan Duzgunes who in turn had replaced Prof. Ibrahim Yarkin.

Erdogan Birol, temporary assignment from the army to assist in Animal Husbandry.

Hamza Dincer, assistant in Farm Machinery.

Dr. Orhan Acipayamli, Anthropology and Ethnology.

Sami Ferliel, assistant in English.

Kamuran Dogan, assistant in Agricultural Technology.

Dr. Sinasi Tekin, assistant in Turkish Language and Literature.

Saip Tellioglu, assistant in Animal Husbandry.

Aydin Turer, assistant in Agricultural Economics.

Suphi Kirim, assistant in Physics.

The need for the appointment of a Rector has been most satisfactorily met by the appointment of Dr. Sabahattin Ozbek. His realistic approach to the many administrative problems of this new University, his understanding of the need for organization, combined with his very gracious personality have resulted in many accomplishments and made our work with him most pleasant and gratifying. Prof. Dr. Eyub Hizalan, Soil Science, Ankara University, has been appointed Dean of the Faculty of Agriculture; and Prof. Dr. Mehmet Kaplan is serving as acting Dean of the Faculty of Letters and Science. This organization has enabled the establishment of a Council of Professors for each faculty by including some professors as members of both faculties and bringing Professor Bekir Alkan (Plant Protection) and Professor Muttalip Uslu (Forestry and Ornamentation) from Ankara University for a short period as members of the Faculty of Agriculture.

We were concerned about the availability of an adequate staff but we believe that Rector Ozbek will be able to obtain the required staff for the necessary teaching at Ataturk University.

### Students

The distribution of students by faculties is as follows:

| Faculty             | Department             | Number |
|---------------------|------------------------|--------|
| Agriculture         | Animal Husbandry       | 63     |
| Agriculture         | Agricultural Economics | 73     |
| Letters and Science | Language               | 18     |
|                     | English                | 12     |
|                     | French                 | 5      |
|                     | German                 |        |

In the Faculty of Agriculture, 83 students have elected French as their foreign language, 38 English and 14 German. The majors of the 11 girls enrolled are as follows: German, 2, Animal Husbandry 3, English 3, Agricultural Economics 1, French 2.

The dissatisfaction among students became critical when they decided to voice their protest against existing conditions by absenting themselves from classes on January 15. The acting Rector was away at the time, which tended to aggravate the situation since there was no one to whom the students thought they could turn who could speak with authority. The acting Rector hurriedly returned, conferred with the students and wrote them a letter stipulating their status in the event they did not return to classes. Classes were resumed with full attendance on January 19. Since this event it appears to us that more attention has been given to the students and there is a recognition that they do have problems. The reciprocating effect is that the students appear much better satisfied.

We were concerned about the apparent tendency to accept all students who might apply for admission to Ataturk University, especially if they had friends working in their behalf. However, Rector Ozbek recognizes the necessity for limiting enrollment to the capacity of the facilities and the available teaching staff.

#### The Nebraska Group

We have been assigned two rooms at opposite ends of the hall on the first floor. These are very pleasant rooms and more than fulfill the needs of Mr. Judge, Mrs. Crowe as part-time secretary and myself. With the coming of the anticipated number of additional staff we will have difficulty in providing desk room for all. We have concentrated our activities into one room and this is where we were delightfully surprised on December 24 by a faculty delegation headed by Dean Kadaster, bearing gifts, and where we had the faculty as our guests on Christmas day for coffee. A few evergreens collected on the trip to Kars and Christmas cards from our friends provided some semblance of Christmas.

We receive a large number of magazines from the U. S. and we make these available in our office to faculty and students. Students in English courses have found them quite useful.

Mr. Judge has taught English ten hours per week and has been able to incorporate some principles of teaching which we hope will be adopted by others. He has done an excellent job in spite of a shortage of textbooks. I have given him some assistance but the major portion of my time has been given to conferences with Dean Kadaster, faculty members and students; planning curricula and general administrative and advisory duties.

We have joined other members of the faculty in two week-end (Saturday and Sunday) tours (1) to Sarikamis and Kars, and (2) to Agri, Dogubayazit, Surbahan and across the Iranian border. A third tour is planned for Trabzon or Erzurum. These can be designated as good-will tours. In each case we have been guests of the Turkish army corps general and the Governor. Everything possible was done to extend a royal welcome wherever we stopped. These trips have enabled us to make contacts in surrounding areas which will be valuable as we plan tours later in the

year to become more familiar with agricultural practices and problems.

### Problems Facing Ataturk University

#### 1. Provision for an adequate number of permanent staff members.

To accomplish this it appears necessary to make some adjustments in salary for those who will come to Ataturk University on a permanent assignment. Visiting professors have been willing to come in most cases only because of the financial advantage granted to them and consequently they are not interested in a permanent assignment because of the accompanying decrease in salary. It is difficult for the temporary appointee to attain the necessary interest and perspective which is essential to the development of the long-range departmental and university program.

#### 2. Selection and training of staff members.

Because of the difficulty in recruiting even a temporary staff for Ataturk University there has been little opportunity for selection. We were fortunate in the professional stature of the staff who accepted the challenge. However, we feel that selections should be made for next year within the next few months.

We believe that there is an insufficient understanding by staff members of the principles and practices which are desired in this new type University. The concept of a college and the function and responsibility of a Dean and a Department Chairman have not been made clear. The description of a department in terms of chairs, docents and assistants is not adequate. We believe that teaching loads should permit ample time for teaching and research. However, the professor should be willing to accept a reasonable teaching load and recognize a responsibility to the University for those hours not regularly scheduled in the class room.

Examinations given to students at frequent intervals and required class attendance are new concepts for which desirability must be shown before adoption will be sufficiently achieved. The attainment of a friendly helpful attitude on the part of the professor in his contacts with students will be an important part of the desired faculty-student relationships.

We believe that the proper concepts might be obtained by a series of meetings at which time explanations would be given by someone who understands the structure desired. Many questions might be asked and lengthy discussions would be an important part of these meetings.

We are hopeful that the Turkish participants returning from their training period in the U. S. will have acquired the background to indoctrinate their Turkish colleagues. This may be as important as their technical training at this phase of the development of Ataturk University.

#### 3. The graduate program.

The experience of present staff members has been under a different system and consequently they cannot be expected to recognize immediately all of those things which we consider as basic for a graduate program. Course offerings at the graduate level in a particular field and in related fields and an opportunity to carry a research project to its successful completion are understood by us to

be essential to the acceptance of assistants (graduate students) to be prepared for an advanced degree. This has not been within the experience of the Turkish professor.

#### 4. Number of students.

During this development period Ataturk University should be permitted to control the number of students accepted in any one year. This number should conform to the availability of professors and facilities. Looking to the future of Ataturk University, it will be better at this time to accept only that number of students who can be provided with an adequate educational program. Students enrolled in any particular semester must feel that course offerings and instructional facilities are meeting their needs. A satisfied student body will contribute greatly to the future success of this new University. At no time should the number of students accepted be permitted to exceed the amount of suitable living quarters. Students need rooms which are comfortable and conducive to study.

#### 5. Laboratory facilities.

Some courses which would usually be included in a first-year program have not been offered this year because of insufficient laboratory space and equipment. It was deemed essential to offer one course which cannot be taught properly without laboratory facilities, although these facilities were not available. We hope this practice will not be necessary for other courses.

Next year Chemistry, Zoology and Botany should be available to the second-year students and to a portion of the new students. These courses require laboratory space and equipment. The laboratory space in the present temporary building does not appear to be adequate nor does it seem possible that a new building to provide the necessary space can be ready by September 1, 1959.

There has been delay in completing orders for laboratory equipment. To assure that laboratory equipment will be available and in place by September 1, 1959 will require that these orders be confirmed within the next few weeks.

#### 6. Faculty and student housing.

Faculty housing is insufficient at this time and the new hotel will only moderately meet the needs of the present staff. It is evident that a larger staff will be needed this year; this means additional housing facilities so that families can be together and meals can be prepared in the home. Additional housing will be needed on the arrival of additional staff from Nebraska this summer. These people should not be required to occupy temporary quarters as we have done.

It is just as important to have comfortable living quarters available to students. Good housing and good food in adequate quantities and at a reasonable cost will contribute to student achievement, cooperation and morale. We believe that student housing should be improved.

#### 7. The library.

A library is a vital part of a successful university program. The contents of the library should be expanded as rapidly as possible to fulfill the needs of the instructional and research program and must be readily accessible to faculty and students. Students attending Ataturk University this year have suffered from

a lack of sufficient textbooks and from a lack of availability of those in the possession of the University.

The need for a well-trained experienced librarian is great. This individual would systematically organize the books which are now in the library and would act as a central agency through which new books purchased would be made so that proper distribution of subject matter and the greatest economy of purchase will be achieved.

The library and its operation has been temporarily placed in charge of Doc. Dr. Adnan Erzi who has had library training in the United States. We have conferred with him regarding the plans that he has for the library in the interim before the arrival of an American librarian, and we have been impressed with his practical approach. He agrees that every effort should be made to make books more readily available to students than they have been in the past. The centralization of authority for acquisitions is commendable.

#### Other Activities and Developments

The public conferences or lectures (konferanslar) which were initiated last fall as a weekly event continue to be very popular. Members of the faculty and guest speakers present the scholarly lectures. We believe that this community service will build good will for the University.

#### Progress

Considerable space has been given to the enumeration of the needs of Ataturk University as we see them. We do not wish to ignore the accomplishments.

A program has been worked out recently for the utilization and development of the land allocated to Ataturk University. This plan was formulated in co-operation with the Director of Agriculture, the Agriculturalist from the sugar factory, the Director of the seed improvement farm and other technical specialists. This farm program will include demonstrations of desirable practices, provide employment and experience for students and produce revenue for the University. In a conference with the Governor and the Director of Agriculture at Agri, a considerable area of land was promised to the University where the results of good farm management practices could be demonstrated.

It is quite apparent that progress is being made. The building program, the acquisition of the necessary equipment for teaching and research, the utilization of the land in this area and in other areas which has been assigned to the University, housing for faculty and students and the maintenance of sufficient staff personnel will be continuing problems.

We believe that Ataturk University can be a dominating influence in Eastern Turkey which will bring about an improved economy and a better life for all residents of this area. We are looking forward to our part in assisting in the necessary planning and in the implementation of these plans.

## REPORT

by

Carl J. Schneider  
Letters and Science Advisor

This report covers the period from my arrival in Ankara on July 4, 1957, to April 30, 1959. Inasmuch as my tour of duty here terminates on June 31, 1959, this report partakes of the nature of a final report. However, I shall prepare and submit a terminal report to supplement what is contained in this report and to draw a few conclusions. I have made no separate reports prior to this because the work on which I have been engaged is covered in the regular Quarterly Reports of the Head of the Nebraska Group to the Chancellor.

A chronological review of my work during the report period would reveal activities that varied considerably according to the needs of the moment. I am grateful to Dean Hoiberg for the opportunity to share in many of the substantive and procedural matters affecting both the Ataturk and Ankara Universities' phase of the Nebraska program in Turkey. I welcomed the chance to participate in the functioning of the Nebraska Group on a broader scale than might normally be expected of a "Letters and Science Advisor." A summary of these activities would entail considerable duplication of material already covered in the Chief Advisor's "Quarterly Reports." For the purpose of this report, therefore, I have selected for discussion the most important areas of my activity.

### Equipment

Immediately upon my arrival in Turkey, I became involved in matters affecting the ordering of equipment for both the Ankara and the Ataturk universities' phase of our program. Neither of these activities remained a continuing responsibility, but at the time both constituted an important part of my work.

#### Ankara University

I assisted in the development of forms and procedures for the processing of equipment requests initiated by various departments of the Faculties of Agriculture and Veterinary Science. These forms and procedures apparently had the desired result of easing the administrative problems connected with this part of our program; unfortunately, the receipt of equipment continued to be delayed by the Turkish Customs Office, a problem to which there seems to be no solution.

#### Ataturk University

Shortly after my arrival in Turkey, the Procurement Officer of ICA/Ankara requested us to supply more detailed specifications for the items on the equipment lists submitted by the Nebraska Group to ICA in May, 1957. Once embarked upon this task, we found that a reconsideration of the equipment needs of Ataturk University could not be avoided. Conditions had changed since the original lists were made; our problem was to study the equipment requirements in the light of these changed conditions. My responsibility was two fold. First, I undertook to analyze the probable curriculum that would be offered during the first years of instruction at

Ataturk University. This analysis provided the frame of reference for the determination of equipment needs. Second, I collected data provided by the Nebraska and Turkish specialists (whose assistance we enlisted) and organized it for submission to ICA.

The revised lists were submitted to ICA shortly after September 1, 1957, the deadline suggested by ICA if the equipment were to be ordered in time for delivery to Ataturk University in the fall of 1958. The ICA Procurement Officer had emphasized the need for promptness in preparing these lists, and we tried to communicate this sense of urgency to our Turkish colleagues. A review of the "Quarterly Reports" since that time will reveal that no equipment orders have yet been placed.

The availability of equipment and supplies has obvious implications for curriculum planning and teaching methods. Science courses which have already been postponed one year because the necessary equipment was not available cannot be postponed another year without disorganizing the entire four-year instructional program. This problem has been discussed with Prof. Kadaster and Rector Ozbek, both of whom agree that a problem exists.

Fortunately, future funds for the purchase of equipment will be handled differently; i.e., orders will be placed through the University of Nebraska as is now the case with equipment orders originating with Ankara University. Experience indicates that better results will be obtained under this arrangement. Looking forward to the time when the Nebraska Group has terminated its program, I suggest that steps be taken to create at Ataturk University an orderly and businesslike system for the purchasing of all equipment and supplies.

### Participant Program

#### English Proficiency

A large proportion of Participants do not have sufficient competence in English to enable them to start their program immediately upon their arrival in the United States. Many of them must devote the first three to six months in the United States to the study of English, despite the fact that they "passed" the ICA English proficiency test. They are, by this much, delayed in getting their training program underway. Obviously, success in the Georgetown English Language Program (GELP) and the ICA test is no reliable measure of a Participant's ability to carry out the training program planned for him. Whatever the steps taken to meet this problem, I fear that most Participants will have language difficulties for a period immediately after their arrival in the United States. The best we can do is to search for ways of reducing the length of this period and minimizing its adverse effects upon the Participant.

One possible answer to this situation is for the Nebraska Group in Turkey to administer an additional test of its own devising. Unfortunately, we are in no position to administer a better test than are GELP or ICA. The best we could do would be to interview each Participant before we permit him to depart for the United States.

Another possible alternative is to require each of our Participants to take and pass the English language test devised by the University of Michigan and administered



at intervals here in Turkey. I do not know how this test compares with the tests now being administered by GELP and ICA. Further investigation is necessary before the feasibility of this alternative can be accurately judged.

Still another course of action is possible. The training period for each Participant can be deliberately lengthened by from three to six months for the express purpose of giving him additional time for formal instruction in English in the United States.

Time for English study would be included in the duration of the training period without thereby lessening the period of professional training. The Participant would be expected to concentrate upon studying English without the distractions of attempting course or research work in his own field of study.

Consideration might also be given to the possibility of inducing Georgetown to expand its language training program to the point where it will serve the needs of Participants who are scheduled for an academic program in the United States.

### Poor Performance

How to deal with Participants who do not measure up to the responsibilities they assume in their Work Program depends upon whether the fault lies with the Participant himself or with the Work Program.

The Work Program itself reflects the wishes and judgment of the Participant, such Turkish professors as may be concerned, Nebraska Group personnel, and the University of Nebraska. It is important to note that we are in no position to spell out a detailed program of training here, especially since the departure of so many Nebraska specialists in agriculture. We can do little more than indicate the interests of the Participant and the area of study proposed by his own professor or university. In the absence of specific recommendations from the University of Nebraska, Work Programs will perforce be general, leaving considerable leeway to the Program Officer at Nebraska. The point is that the program-making process is unavoidably cumbersome and fallible.

However, the Work Program will have been discussed at length with the Participant and, usually, with his professor. By the time it reaches its final form, the Participant should have a clear understanding of its contents and its nature. He is also informed that the Work Program constitutes a contract among all the signatories, specifying mutual responsibilities and obligations. It is pointed out to him that failure to fulfill the terms of this contract renders it liable to cancellation. Each Participant is made aware of that portion of his Work Program that reads, "The Participant will maintain a level of performance satisfactory to the....University of Nebraska in order to continue his program." In the case of Participants for whom a two-year training program is planned, we are now inserting an additional proviso to the effect that the first year constitutes a probationary period at the end of which his record is studied. If his performance does not warrant continuation of the program, it is to be terminated. These provisions of the Work Program should be taken seriously and applied whenever the situation warrants.

## Curriculum and Related Matters

### Initial Stage: July, 1957 to August, 1958

My first report on curriculum, written in July, 1957, was designed to provide a frame of reference for the work on equipment lists that was being done at that time. There followed a series of reports that focused attention upon the courses that must be given the first year to meet the needs of the students of both the Faculty of Agriculture and the Faculty of Letters and Science. These reports were discussed by members of the Nebraska Group and brought to the attention of the AUDC and, later, the Rector and Dean of Agriculture.

By April, 1958, it became clear that drastic modifications in our thinking on curriculum would have to be made because: (a) the university buildings and laboratories, under contract for construction in Erzurum since July, 1957, would not be ready for use when the university opened, (b) even should these buildings and laboratories be ready for the first academic year (or substitute facilities be secured in Erzurum), the necessary laboratory supplies and equipment could not be ordered in time to ensure delivery by the fall of 1958. It necessarily followed that laboratory and shop courses that properly belong in the first year's curriculum had to be postponed. The Faculty of Agriculture was most directly affected by this situation, because a program for its students depended completely upon basic work in the biological and physical sciences. The situation for the Faculty of Letters and Science was less critical, assuming that it did not attempt to open science departments offering majors to its own students, a prospect that appeared completely unrealistic and which was opposed by the Nebraska element. On the other hand, the Faculty of Letters and Science would be responsible for offering work in the basic sciences and was, to that extent, deeply involved in the problem. At this stage we were contemplating a science requirement for all Letters and Science students, but this requirement would not have to be satisfied immediately.

### Second Stage: August to November, 1958

During August, 1958, curriculum, teaching staff, and university rules and regulations were seriously discussed for the first time since my arrival in Turkey. With the opening of the university a scant three months away, an atmosphere of urgency prevailed to compel needful action: (a) the courses to be offered the first year were decided upon, (b) staff needs were calculated, (c) rules and regulations on such matters as class attendance, length of the semester, examinations, etc., were formulated. Some of the decisions made at this time were later to prove unwise or difficult to administer, but at least forward-looking action was taken. Moreover, the Nebraska Group was successful in injecting its thinking into the conclusions reached: the program of instruction could be accommodated within the framework of the revised "1955 Report"; the rules and regulations were not necessarily inconsistent with the new educational concepts and practices we were advocating.

### Third Stage: November, 1958 to February, 1959

In the days immediately after the inaugural ceremonies at Erzurum, Dr. Hoiberg, Dr. Crowe and I met frequently with the new teaching staff of Ataturk University and discussed with them the new university concepts that we were hoping to implement and the functions of the Nebraska Group in relation to Ataturk University. Only after

our status had been clarified to the satisfaction of the Turkish staff was it possible to discuss specific problems confronting the university. During the course of these discussions, it became evident that: (a) decisions previously reached were not considered binding by the Turkish instructors assembled for the current academic year, and (b) there was absolutely no knowledge or understanding of the new educational concepts which Ataturk University was to fulfill. It therefore became necessary to review the work of the past and to spend considerable time briefing our new Turkish colleagues on the land-grant university and its implications for Ataturk University. Against this background I presented my recommendations for the Letters and Science Faculty which were approved after much discussion. Also considered were the rules previously worked out with Dear Kadaster and the Under-Secretary of Education governing attendance, examinations, and the like. Discussion of these and related matters was continued when I returned to Erzurum in December, 1958, and in January-February, 1959.

During my last two visits to Erzurum, marked progress was made in developing a four-year curriculum for the students currently enrolled, i.e., foreign language majors in the Faculty of Letters and Science, and agricultural economics and animal husbandry majors in the Faculty of Agriculture. In addition, we reached agreement on the general principles underlying the future development of curriculum and related academic matters.

#### Developments from February to April 30, 1959

No account of the deliberations and decisions up to this point would be complete without reference to the tendency of certain members of the teaching staff to insist that no definitive action could be taken until a formal Council of Professors and Senate had been established. This legalism was a constant source of difficulty, interfering with the decision-making process and creating uncertainties in policy.

Toward the end of February, Professor Crowe informed the Chief Advisor that curriculum was again being discussed among the Turkish staff, preliminary to formal action by the Council of Professors. In a letter to Prof. Crowe, dated February 25, 1959, I outlined my reaction to the curriculum changes that were being considered. The Council of Professors of the Letters and Science Faculty met early in March and formally approved a foreign language curriculum. The Council of Professors also approved on March 9, 1959, a statement entitled "Educational Regulations for Letters and Science Faculty."

#### Conclusion

However one may evaluate these decisions taken by the Council of Professors, we are at last in a position to plan the sequence of courses for the next four years and secure necessary staff and equipment.

- (a) The foreign language departments can proceed to determine the courses that must be offered each semester.
- (b) We know what courses must be offered for foreign language students outside their department, i.e., the supporting courses.
- (c) We know what courses must be offered to enable students to meet their "group requirements."

- (d) Prof. Crowe has been working with the Faculty of Agriculture to develop its curriculum. On the basis of results he obtains, the Faculty of Letters and Science can plan to offer the courses required by the Agricultural Faculty.
- (e) Staff needs can be anticipated and steps taken to secure qualified personnel in good time.

Serious problems remain:

- (a) What new departmental majors should be established during the next academic years and in what sequence?
- (b) What should be done if the necessary laboratories and laboratory equipment for science courses are not available by the fall of 1959? Science courses cannot be postponed beyond the academic year of 1959-1960 without doing irreparable harm to the entire academic program of the Faculty of Agriculture.
- (c) Considerable work still needs to be done to clarify and put into working order:
  - the departmental organization at Ataturk University
  - the requirements for regular examinations
  - the amount of work required of each student
  - the status of departments not offering major work
  - the rules governing attendance at classes, etc.
- (d) A program of graduate studies, similar to that of American universities, should be initiated at Ataturk University within the next few years. Planning toward this end should begin immediately. At first blush it may seem premature to advocate immediate attention to graduate work at Ataturk University. I am convinced, however, that this part of the university's academic program cannot be neglected without endangering the entire future of the university. The Nebraska Group at Ataturk University will have the major responsibility for developing a formal and systematic program of graduate work for the "assistants" who are the future docents and professors of the university. The Nebraska Group should be prepared to make specific proposals and take the initiative in securing their implementation.

#### Staffing at Ataturk University

The prospects for the future of Ataturk University cannot be contemplated with any degree of optimism until there is some assurance that a teaching and administrative staff can be assembled that is not only professionally competent, but is also unafraid of new ideas and has some sympathy with and understanding of the principles underlying the Ataturk University project.

Throughout my tour of duty here, I have continually pressed for the appointment of a Dean of Letters and Science. The man now occupying this position is Dr. Mehmet Kaplan, Professor of Turkish Language and Literature and a reasonable, level-headed gentleman and scholar. It has been a pleasure to work with him. Unfortunately Prof. Kaplan is only at Ataturk University on leave from Istanbul and does not

plan to remain with Ataturk University. This temporary arrangement is not conducive to sound long-range planning. It should be possible to obtain a Dean of Letters and Science with the same long-term commitment to Ataturk University as the present Rector and Dean of Agriculture. Until such a man is found, the future of the Letters and Science Faculty will be uncertain. The nature of the entire university will also be affected adversely.

Any satisfaction that we might feel about the progress made to date must be tempered by the fact that the teaching staff with which we have been dealing is composed entirely of persons only temporarily assigned to Ataturk University. All expect to return to their home university after they complete their scheduled tour of duty in Erzurum. There is, moreover, a disquieting turnover in personnel as teachers come and go on short-term assignments. Every staff change necessitates a period of reorientation. None of the present staff will remain at Ataturk University long enough to establish any traditions or patterns that will, by their own momentum, be carried over into future years. New staff members coming to Erzurum typically have at best only a sketchy understanding of the differences between Ataturk University and other Turkish universities.

### The Future

Experience points to one fact: it is difficult to secure professors and docents for permanent appointment to the kadro of Ataturk University. This difficulty is likely to persist for a considerable time -- at least until Ataturk University can be made professionally and financially attractive to professors and docents of other universities. It will, therefore, be necessary to continue the present practice of getting staff on a short-term, temporary basis for the foreseeable future.

The best hope for the future lies with the returned Participants and their influence on the development of Ataturk University. Unfortunately, these people are almost all young and just beginning their academic career. Many do not have their Doctor's degree. It will take some time before they acquire sufficient rank to have much voice in the councils of the university. It is to be hoped that they will not lose their enthusiasm for bold, new ideas in the interim.

We assume, of course, that Participants will work at Ataturk University after they return from the United States. Whether this assumption is valid or not, only time will tell.

## REPORT

by

B. T. Simms, Specialist  
Veterinary Science

Activities during 1958 were to a considerable extent a continuation of those begun in the preceding six months. They were as follows:

1. Teaching. The class in Diseases of the Digestive System in Ruminants which was begun with the opening of the University in November, 1957, was completed with the ending of the semester in February, 1958. During the following semester I taught a class in clinics two mornings each week. With the beginning of the University year, 1958-59, my teaching was expanded to include Diseases of Ruminants rather than Diseases of the Digestive System in Ruminants. Dr. Altan has continued to act as interpreter for the lectures. Dr. Ozcan has been interpreter for the clinic classes. He, too, understands and speaks English quite acceptably. He spent more than a year in the United States studying at Colorado State and Montana State. (Footnote I.)

Examinations are entirely oral--each student is quizzed by the teachers in the department who have had him (or her) in class. Here again the method is so different from the American method that it is difficult for an American to adapt himself to it. Dr. Yalki is a very adept and efficient quizmaster. I think the grades he gives students are as accurate indications of their knowledge as are the grades given in American universities.

The general attitude of most of the students seems good. They are usually prompt in arriving for classes, most of them take notes regularly, and there is a minimum of whispering during lectures. But there are almost no questions either during or at the end of lectures. The students do ask questions during clinics.

The length of each semester is theoretically about seventeen weeks which is about the same as in the United States. But the last four weeks are devoted to examinations as compared to about two weeks for written quizzes, midterm, and final examinations in the United States. Furthermore, there are more holidays in Turkey and lectures are usually completed at least one week before examinations begin. The actual number of classroom periods available for lectures is then considerably smaller than in the United States. For example, the winter semester is generally stated to begin with November and end with February with the last month set aside for examinations. November, December, and January have a total of

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I. During the present semester which began March 1, 1959, I am teaching in the clinics three mornings per week having eighth semester students two mornings and sixth semester students one. In these classes I am attempting to place much responsibility upon the students.

ninety-two days or thirteen weeks and one day. Theoretically, then, a course with two lectures per week should have twenty-six lectures during the semester. But, in 1958 three lectures had been missed by December 31, one because classes didn't actually start until November 5, one because all the students were being vaccinated. There are no classes on New Year's Day and lectures do not extend beyond January 24. The number of lectures for the semester will be no more than twenty. Thus, the actual number will be only about 77% of the theoretical.

I believe the dates for opening and closing the University are established by law. Perhaps by administrative ruling lectures can continue until the beginning of examinations.

Textbooks are not available in some field of veterinary medicine. This makes it difficult for students to do outside reading unless they have a good reading knowledge of some foreign language. Even those who can read a foreign language find themselves handicapped because of the lack of library facilities.

2. Research. Funds are not allocated to the different departments of the Veterinary Faculty for research. Even though a staff member is not teaching a full complement of classes, then, he is limited in the type of research he may do. There are, however, many problems that can be studied with only moderate finances. Many staff members have active work on such problems under way. It is probable that others could do some research.

Beginning in April of this year I have worked with Dr. Guralp on such a project: namely, liver flukes (Fasciola hepatica) of ruminants. This problem was selected both because it is an important one in Turkey and because it could be pursued with a minimum of expense. A survey of snails occurring in the vicinity of Ankara where liver flukes occur resulted in finding two species (Fossaria truncatula and Lymnea peregrina) which have been reported as acting as intermediate hosts for this parasite. Laboratory exposures of both these species have resulted in their being attacked by freshly hatched young flukes (miracidia) but so far developing forms have been found in F. truncatula only. It is very probable that further work will establish this species as being the snail host of liver flukes in Central Turkey. (Footnote II.)

3. Taking Photographs. This work has been continued and fair collections of colored slides depicting some diseases are now available and in use in teaching. Staff members are becoming progressively more interested in building up a good slide collection. Pictures of some diseases that do not occur in the United States have been sent to some of the veterinary colleges in that country.

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II. Early in 1959 we found young flukes (cercaria) emerging from snails (F. truncatula) which had been exposed to miracidia some 65 days previously. Some of these were given to rabbits and guinea pigs, and when these animals were autopsied 8 to 42 days later typical flukes were found.

In April, 1959, Dr. Guralp and I began studies of Fasciola gigantica, another important parasite in Turkey.

4. Collection of Materials and Specimens. This work has continued. Several species of external parasites that do not occur in the United States have been sent both to the Smithsonian Institute for their permanent collection and to veterinary parasitologists who are doing teaching or research.

5. Becoming more Familiar with Types of Livestock and with Disease and Production Problems. During the year I accompanied members of the Veterinary Faculty staff on visits to seven government owned and operated livestock breeding farms and to eight villages in which losses from livestock diseases were serious. These trips afforded opportunities to see the different types of livestock, to observe management methods, and to discuss the most common and serious health problems.

6. Cooperation with the Director of Veterinary Services of the Ministry of Agriculture. Professor Aygun and I represented the Veterinary Faculty at the meeting of the European Foot and Mouth Disease Commission held in Ankara, October 12-15, 1958. Three veterinarians in the Ministry of Agriculture were the other representatives of Turkey. Since I knew the history and background of the Commission and was personally acquainted with five of the six members who came to Ankara for the meeting, I believe I was quite helpful. There seems to be general agreement among all of us that foot and mouth disease vaccines should be produced from Turkish strains of foot and mouth disease virus and tested in local animals to determine their efficacy in protecting Turkish animals against the disease.

The Director of Veterinary Services has asked me to serve on a committee on research. (Footnote III.)

7. Assisting with Manuscripts. I am asked regularly to review English summaries of the technical papers written by staff members and to suggest any changes which may be desirable.

8. Working with Participants who are being sent to the United States for Training. I have helped all the participants from the Veterinary Faculty staff who are presently in the United States in developing their work programs and determining where in that country they can study to good advantage. This has required considerable correspondence.

In conclusion I want to express my appreciation of the very cooperative and courteous attitude of all the members of the Veterinary Faculty staff. The Rector of the University, the Dean, Dr. Yalki and his assistants, and all other members of the Faculty staff with whom I come in contact are always more than willing to help me in any way they possibly can.

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III. This committee was appointed early in 1959 and is now functioning. It is reviewing the research and disease control work presently under way with particular interest in the diseases that are transmissible to humans. Recommendations for increasing research within the means at hand are being formulated.

Within the last few days Dr. H. W. Johnson, Director of the Division of Animal Disease and Parasite Research, A.R.S., U.S.D.A., Beltsville, Maryland, has written me asking about the use of PL 480 funds to support meritorious animal disease research in Turkey. He stated he wants to discuss this with me as soon as I reach the United States this summer.



## FINAL REPORT

by

ROBERT L. FOX  
Specialist, Soil Science  
April, 1959

### I. INTRODUCTION

This is the final report covering approximately two and one-half years in Turkey beginning August 1956. A considerable amount of detail and results of work accomplished has been presented in earlier reports. Because of the very large amount of data which has accumulated, no effort will be made to report such detail in this report.

A few general statements, based on experimental data will be made when the results seem sufficiently clear-cut to warrant such statements. In a later informal report and in future publications, I intend to present the research results in more detail.

My observations and recommendations on course work and teaching has been set forth in detail in an earlier report. Only a few summary statements will be made on that aspect of the work.

### II. RESEARCH ACTIVITIES IN SOILS AND PLANT NUTRITION

The main research effort during the 2½ years' period in which I worked at Ankara University was in the area of correlations between soil tests and response of crops to fertilizer. Working almost entirely with the assistants, some nineteen experiments were conducted in the field. This, together with associated laboratory and greenhouse work seemed a reasonable effort in the area of research. An outline of this project was submitted with the first six-month report.

Because there is very little material published on soils and soil fertility problems in Turkey, it was desirable to investigate problems which were not directly covered by the original project outline which I submitted covering the soil test project. These miscellaneous research problems were most valuable in providing source material for lectures in soil chemistry, soil management and soil fertility. In addition this work provided a means for demonstrating methods which were not utilized in the soil test project.

Some of these miscellaneous research activities have been discussed in detail in earlier reports. The following list gives an idea of the range of subjects covered.

1. Solubilization of soil and fertilizer phosphorus by plants. (Greenhouse and laboratory)
2. A survey of some chemical properties of Turkish soils. (Laboratory)

3. A survey of the nutrient status (NPK) of a number of soils from various agricultural areas of Turkey. (Greenhouse)
4. Yield of olives in relation to leaf composition and soil tests. (Laboratory)
5. Field trips to observe crop conditions with the view toward detecting problems of plant nutrition through deficiency symptoms.
6. Investigation of the phosphorus status of some soils being used for sugar beet production around Erzurum.

### III. CONCLUSIONS FROM FIELD EXPERIMENTS

Some results of the field experiments are presented in summary form in Tables 1 and 3 and are discussed briefly as follows:

(1) Phosphorus fertilizer increased wheat yields in all but one of the 19 field experiments. Some soils were evidently much more deficient than others. The data presented indicates that wheat yields, over much of the central plateau, could be increased about 50 per cent by the proper application of phosphorus fertilizer if the nitrogen deficiencies are first eliminated.

(2) Many persons are of the opinion that nitrogen will not increase the yield of fallow wheat in Turkey. These data do not confirm that opinion. In 16 out of 19 trials (both fallow and nonfallow) nitrogen fertilizers increased the yield of wheat provided the phosphorus deficiency was first removed.

Nitrogen in excessive amounts often depressed wheat yields and nitrogen at moderately high levels without phosphorus usually decreased yields below those of the unfertilized checks. Two factors probably account for this relationship.

(a) High nitrogen levels greatly stimulate growth and may give rise to a moisture deficiency at later stages of growth.

(b) High levels of  $\text{NO}_3^-$  in the soil may compete with  $\text{PO}_4^{3-}$  for entry into the plant. Thus phosphorus deficiency may be intensified at high rates of nitrogen fertilization.

(3) In all but three field trials the best yield of wheat grain was obtained with a combination of nitrogen and phosphorus.

(4) Phosphorus fertilizer has a very high residual value. This is surprising in view of the highly calcareous nature of the soils.

(5) There appears to be a general inverse correlation between the amount of nitrate nitrogen which accumulated during the fallow and the response to nitrogen fertilizers.

(6) The fact that all tests except one indicates a response to phosphorus fertilizer accorded well with greenhouse and soil tests which indicates that the soil samples were, with one exception likely candidates for phosphorus deficiency.

(7) Of the three soil test methods used for phosphorus, the Bray and Kurtz method seemed to be most accurate in predicting the magnitude of phosphorus response. This observation needs further confirmation. It is interesting that the Sodium bicarbonate method, which was designed for use in calcareous soils--and therefore adopted for use in the highly calcareous soils of Turkey, seemed to be least reliable for predictive purposes. The Water (Bingham method) was intermediate.

(8) Analysis of soil samples taken at approximately 25 Km. intervals across Turkey from Bafra on the Black Sea to Antekya near the Syrian border demonstrated the general low level of phosphorus. Only 3 - 4 per cent of the samples were rated as unlikely to give a response to phosphate fertilizer by two tests. Almost 60 per cent contained 10 per cent or more of  $\text{CaCO}_3$ .

(9) Potassium fertilizer may have decreased grain yield in some experiment. Aola and Hulya State Farms there was an indication of potassium response.

(10) A survey of the nitrogen status of fallow soils in four areas (Table 3) indicated that many soils accumulate relatively large amounts of nitrogen during fallow season. Almost 30 per cent of all surface soil samples contained more than 15 parts per million nitrate nitrogen.

(11) Nitrate N was found in abundance in some subsoil samples. The average for the 80-100 cm. increment from Anatolia was 10.8 parts per million. Nitrate in the soil samples from Kars was concentrated in the surface soil.

(12) The red and yellow soils of southeast Turkey (Diyarbakir-Mardin-Urfa) as a group were low in nitrates. Also low were volcanic soils in Anatolia such as the tuff soils around Nevsehir. These soils should respond to Nitrogen fertilization.

(13) Good correlation was obtained between total soil nitrogen, organic matter, nitrification rate and the natural accumulation of nitrate during the fallow season. It is suggested that nitrate nitrogen in the soil, at or just before planting, be used as a guide to nitrogen fertilization when grain is planted on fallow soils. If an indirect test is employed to estimate the level of nitrate nitrogen, it is probable that total nitrogen or organic matter would be just as suitable as the more cumbersome nitrification rate determination.

#### IV. RESULTS OF GREENHOUSE EXPERIMENTS

Greenhouse experiments with soils collected from representative agricultural soil areas in about 50 locations demonstrated the general low level of phosphorus. In some soils growth of the lettuce "indicator" plant was very poor even when the usual major nutrients were supplied. A deficiency of some minor element was suggested.

In one exploratory minor element experiment using the Ankara Experiment Station soil (continuous wheat plots) an iron solution pointed onto the leaves of lettuce seemed to improve growth.

The influence of leaching by winter rains on nitrate movement in the soil was measured at field experiment locations. Under some conditions nitrate nitrogen was leached as deep as one meter during one year. This factor, together with the shallowness of wheat root systems--resulting from late germination--may account for some unexpected response to nitrogen fertilizer even when the soil contained a good supply of nitrate nitrogen at planting time.

The distribution of wheat root systems was measured at two locations. Compared to similar studies which we have made in Nebraska the depth of root penetration was very small. Few roots penetrated below one meter at Ankara and at Polatli, roots did not penetrate the subsoil, which is very high in  $\text{CaCO}_3$ .

A greenhouse study was conducted into the ability of various plants to solubilize phosphorus from a calcareous soil (10%  $\text{CaCO}_3$ ). This study demonstrated that barley growing after legumes was able to extract more phosphorus than barley growing after grasses. These data suggest that wheat following a legume may not respond to phosphorus fertilizer as readily as wheat after fallow.

The relationships between olive yields and leaf composition were studied. A significant correlation was found between yield and potassium content of the leaves the first year.

#### V. SOME OBSTACLES TO RESEARCH

There are many opportunities for research in the field of soils and soil fertility in Turkey. The problems are so big and so varied and the workers so few that there is no excuse for time and effort wasted through "party" divisions.

In my first report I made the following statement:

"It is the opinion of the soils specialist that no big advance will be made in solving agricultural problems in Turkey until the necessary cooperation and coordination is established."

I am even more certain of the truth of that statement now that two years more have passed.

One thing that greatly hinders research at Ankara is the small size of the "department." Less administrative work and more research will solve more problems.

There is a widespread philosophy in Turkey that since conditions are not ideal for research no good research can be done. I was criticized severely for starting greenhouse work using a stove for heat. I will admit that there is nothing very scientific about a "pot-bellied" stove. Nevertheless the research worker must learn that every facility is a compromise between what he wants and the best he can get. We learn by doing and not by wishing. If I had waited for the central heat which was promised when I first arrived in Turkey, I'm certain the greenhouse would remain today, as it had for almost five years, unused.

There is too much research by "remote control" attempted. It is common practice for a Professor or Doçent to draw up an experiment and send it to an experiment station or state farm for execution. More cooperation between the Faculty of Agriculture and Ministry of Agriculture Agencies will accomplish better results.

## VI. TEACHING AND COURSES

The Faculty of Agriculture has recently embarked on a system of "majors" in various fields of study. Far too many courses are listed to be taught at Ankara. In the area of soils and plant nutrition the list includes some 13 courses all of which need to be taught every year. Some are two semester courses.

Many of these courses could and should be combined. Some could be taught in other departments. Still others could be eliminated if the basic courses were strengthened. In some cases a course could be taught to combined classes on alternate years.

Students do not receive enough work in the basic sciences before coming to the Agriculture Faculty. They have had almost no laboratory experience and have had little more after three years in agriculture.

There are no graduate level courses for assistants, yet Ankara turns out Doctors, Doçents and Professors.

Textbooks are needed very badly. Many that are now in use are old and at least some are inaccurate.

## VII. SUMMARY

In my opinion the Agricultural Faculty of Ankara University, as a whole, is doing a limited job as a research and teaching organization. There are, of course, some happy exceptions. Many of the younger people are eager to learn and work. They are aware of some changes that should be made. It remains to be seen whether these people will retain the will to make the necessary improvements after they reach positions of responsibility.

Inasmuch as we have encouraged the young people to press forward to the task which is ahead, we have succeeded in our mission.

Table 1. The Influence of Phosphorus, Nitrogen and Potassium on the Relative Yield of Wheat

| Location                          | Increase in yield due to |     |      |
|-----------------------------------|--------------------------|-----|------|
|                                   | P*                       | N** | K*** |
| 1. Malya - nonfallow              | 76                       | 48  | 18   |
| 2. Malya - fallow                 | 48                       | -17 | 3    |
| 3. Koçaş - nonfallow              | 155                      | -7  | --   |
| 4. Koçaş - Terrace fallow         | 48                       | 22  | 4    |
| 5. Koçaş - Low fallow             | -4                       | 3   | -19  |
| 6. Eskişchir - fallow             | 22                       | 91  | -8   |
| 7. Bolu - fallow                  | 17                       | 3   | 4    |
| 8. Kacarlı - fallow               | 14                       | 16  | 0    |
| 9. Çubuk - fallow                 | 32                       | -7  | 6    |
| 10. Eryman - fallow<br>(residual) | 58                       | 51  | -9   |
| 11. Polatlı (nonfallow barley     | 88                       | 15  | -4   |
| 12. Ankara - residual nonfallow   | 81                       | 46  | -21  |
| 13. Ankara - nonfallow (1958)     | 54                       | 107 | -29  |
| 14. Ankara - nonfallow (1957)     | 39                       | 54  | -8   |
| 15. Ankara - fallow               | 38                       | 33  | -9   |
| 16. Bala - nonfallow              | 58                       | 44  | 13   |
| 17. Bala - fallow                 | 40                       | 23  | 10   |
| 18. Polatlı - nonfallow           | 63                       | 17  | -17  |
| 19. Polatlı - fallow              | 85                       | 13  | -21  |

\*Average of all increases due to phosphorus at most effective level of N.

\*\*Average of all increases due to nitrogen at most effect rate of N at all plus levels of phosphorus.

\*\*\*The K test was not very good because K was applied only with a high rate of N and P.

Table 2. Influence of Best Fertilizer Treatment on the Yield of Wheat in 18 Experiments.

| Location                    | Best Treatment    | Best Yield | Check Yield | Increase % |
|-----------------------------|-------------------|------------|-------------|------------|
| Malya - nonfallow           | 8-12-0            | 225        | 114         | 97         |
| Malya - fallow              | 0-8-0             | 286        | 187         | 53         |
| Koşar - nonfallow           | 4-4-0             | 70         | 47          | 49         |
| Koşar - Terrace fallow      | 4-4-0             | 154        | 105         | 47         |
| Koşar - Low fallow          | 0-8-0             | 203        | 160         | 27         |
| Eskişehir - fallow          | 8-12-0            | 206        | 82          | 151        |
| Ankara - nonfallow (1958)   | 4-8-0(Residual P) | 61         | 19          | 221        |
| Polatlı - nonfallow (1958)* | 4-12-0(Residual)  | 216        | 132         | 64         |
| Bolu - fallow               | 4-12-0            | 143        | 85          | 68         |
| Kacarli - fallow            | 4-12-0            | 227        | 160         | 42         |
| Çubuk - fallow              | 0-12-2            | 191        | 124         | 54         |
| Eryman - fallow             | 4-12-0            | 238        | 116         | 105        |
| Ankara - nonfallow          | 8-12-0            | 84         | 42          | 100        |
| Ankara - fallow             | 8-12-0            | 199        | 136         | 46         |
| Bala - nonfallow            | 12-8-0            | 119        | 74          | 61         |
| Bala - fallow               | 8-12-0            | 232        | 150         | 55         |
| Polatlı - nonfallow         | 4-12-0            | 144        | 86          | 67         |
| Polatlı - fallow            | 12-12-0           | 215        | 130         | 65         |
| Mean                        |                   | 178.5      | 108.3       | 65         |

\*The crop was winter barley.

Table 3. Relationships between Nitrate Accumulation During Summer Fallow, Nitrification Rate, Total Nitrogen and Organic Matter in Representative Soils from Four Areas of Turkey.

| Area                                                       | Correlation Coefficient Between        |                                                           |                                                            |                                        |                                                        |                                      |
|------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------|------------------------------------------------------------|----------------------------------------|--------------------------------------------------------|--------------------------------------|
|                                                            | N and<br>nitrate after<br>Fallow<br>1/ | Organic matter<br>and<br>nitrate<br>after<br>Fallow<br>2/ | Nitrifica-<br>tion and<br>nitrate<br>after<br>Fallow<br>3/ | N<br>and<br>nitri-<br>fication<br>rate | Organic<br>matter<br>and<br>nitri-<br>fication<br>rate | Nitrogen<br>and<br>organic<br>matter |
| Kars-<br>Erzurum<br>(Last)<br>(12 samples)                 | .850**                                 | .778**                                                    | .878**                                                     | .951**                                 | .922**                                                 | .938**                               |
| Diyarbakir-<br>Mardin-Urfa<br>(Southeast)<br>(15 samples)  | .556*                                  | .605*                                                     | .673**                                                     | .927**                                 | .903**                                                 | .985**                               |
| Ankara-<br>Konya-Kaiseri<br>(West Central)<br>(20 samples) | .745**                                 | .760**                                                    | .480*                                                      | .764**                                 | .771**                                                 | .922**                               |
| European<br>Turkey<br>(Northwest)<br>(8 samples)           | .549                                   | .392                                                      | .381                                                       | .942**                                 | .812*                                                  | .885**                               |

1/ Total nitrogen was determined by the Kjeldahl procedure. Nitrate samples were collected from 0-20 cm. depth in fallow fields at seeding time in the fall (Oct. 1-15). Samples were air dried in the field immediately after taken.

2/ Organic matter was by the method of Smith & Weldon as modified by Chesnin.

3/ Nitrification rate was carried out at 35° C for two weeks. Initial nitrates were removed by leaching before incubation. Nitrates formed were extracted by shaking with water and filtering.



## FINAL REPORT

by

Paul Weigel  
Architectural Advisor  
University of Nebraska Staff in Turkey

Termination date - June 6, 1959

To become acquainted with the planning and construction phases of the Ataturk University building program, I spent the first two or three weeks after my arrival on June 11, 1957, reviewing the reports and correspondence of my predecessors--Stanley A. Smith and J. O. Keller. I also read through the voluminous minutes and reports of the Ataturk University Development Committee and attended the weekly meetings of the Committee.

My major interest, however, was concerned with the "Report of the Building Needs of Ataturk University Development Committee," dated March 2, 1956. This report was prepared by the staff of the Technical Bureau of the Ataturk University Development Committee, comprising Ayhan Aytore, Orhan Bolak and Stanley A. Smith.

The report was divided into three parts setting forth: (a) the physical conditions of the site for the University at Erzurum; (b) some suggestions for planning the campus; and (c) the space requirements of the various buildings that were to be located on the future campus.

The data contained in that report formed the basis for conducting a national competition to select an architect to prepare the ultimate campus and building plans.

Twenty-four Turkish architectural firms entered the competition and submitted drawings. A jury consisting of three American architects, Richard Neutra of California, Glen Stanton of Oregon, and Stanley A. Smith of Pullman, Washington, together with several Turkish technicians, was appointed to select the winning design. The jury held several meetings to review the competition drawings and announced the firm of Tokay, Tabinlioglu, Tayman, and Cinici the winner. This all took place before my arrival.

Later I learned to my surprise that the Ministry of Public Works would award contracts on July 4, 1957, for the construction of two buildings on the Ataturk campus, one for Chemistry and one for Social Science.

Plans for these buildings had not been submitted to the Nebraska office for review prior to the awarding of the construction contracts, nor were any of the Nebraska Group invited to be present at the awarding of the contracts. Further inquiry indicated that the Ministry of Public Works had approved sketch plans for these buildings (scale 1:200), which the architects had prepared from the tentative data which appears in the competition program. It was from these small scale preliminary sketches that a firm construction contract was awarded. This method of awarding firm contracts from such undeveloped sketches is contrary to American contractual procedure.

In preparing the report which served as the basis for the competition, the Technical Bureau tried to give the competing architects a general idea of the space requirements for each building to be built. The Bureau no doubt had intended that a more complete and specific program of space requirements for each building would be developed at the appropriate time and in consultation with Turkish and American professors and technicians who understood the detailed requirements for each building to be built.

Some time after awarding the above construction contracts, our committee received a folder of sketches at scale 1:200 for the following buildings: Chemistry, Social Science, a dormitory to accommodate 400 men, and three apartment buildings for the faculty, as follows: one building to provide 32 single-bedroom apartments, one building for 48 two-bedroom apartments, and one building for 40 three-bedroom apartments; i.e., total living quarters for 120 faculty families. Construction contracts for the dormitory and faculty housing were awarded to a second firm of contractors shortly after the first awards.

The plans and the granting of the contracts, therefore, having been approved by the Ministry of Public Works to whom the architects are directly responsible, made it difficult for me to obtain plan revisions in this first group of buildings. Prints of the sketch plans at scale 1:200 are on file at the Ankara Nebraska office. Some of my comments to the architects regarding the plans are noted directly on those plans.

In reviewing the sketch plans on which the construction contracts were awarded, I was favorably impressed with the quality of the designs submitted by the architects. Planning practices and building code requirements, however, differ somewhat from United States standards. I called attention to these differences and also gave copies of the National Building Code to the Ministry of Public Works and to the architects to acquaint them with United States building construction requirements.

On the plans for the Social Science building, I strongly advised against the use of circular stairways and also to open stairways along corridor walls. This practice is considered hazardous by United States building code standards but appears to be permitted by the building inspectors of the Ministry of Public Works. I questioned the insulating qualities of the exterior walls and glass areas that were indicated on the sketch plans. The architects assured me that official laboratory tests show that the thin walls which they are proposing will have an air space and two inches of rigid fiber insulation on the inside of the wall, plus a fiber concrete exterior shell, and that the wall will have the equivalent insulating value of an 18" thick brick wall. They also agreed to use double window sash to reduce heat losses from the buildings.

The corridors in the Social Science building are excessively wide judged by United States standards, particularly the corridors in the office wing of the building. The ratio of corridor space to classroom and office space is greater than need be. These were cited to the architects as some of the basic differences between Turkish and United States planning practices.

I was fortunate in having Dr. Saim Serac, Professor of Chemistry on the Science Faculty of Ankara University, assist in reviewing the sketch plans for the

Chemistry building. Dr. Serac and I met together several times and on two occasions with the architects at which the following suggestions and recommendations were made, to most of which the architects agreed: (a) to include a basement under the entire laboratory wing of the building thus providing needed space for the storage of chemicals and glassware for laboratory use, workshops, general storage, mechanical equipment and for possible future expansion, (b) to relocate the preparation room for the large auditorium to more conveniently service the demonstration area and provide a manual or mechanical device for darkening the auditorium windows during the showing of slides and movies, (c) to enclose the open-stairway in the corridors or preferably relocate the stairway at the end of the corridor and enclose it in a fireproof wall, (d) to provide an area for the storage of volatile and explosive materials, this area to be well ventilated and be detached from the main building, (e) to provide glass-working rooms, balance rooms, and laboratory supply rooms near each laboratory, (f) to provide a modern mechanical ventilating system for exhausting vitiated air from fume hoods and labs and for balancing the exhausted air with fresh, tempered air input, (g) to extend the corridors in the laboratory wing and classroom wing to connect on all floors. (The sketch plans did not show such provision. To go from one lab on an upper floor to another lab on the same floor, it would be necessary to walk down a flight of stairs, then walk along the corridor on a floor below, then climb up a second flight of stairs in order to reach another lab on that same upper floor.)

I questioned the structural system which the architects adopted for framing the large laboratory wings. The system they are using requires two rows of columns in each lab, the exterior walls being supported on cantilevered slabs. I suggested that they consider a single row of columns down the center of the laboratories with columns in the exterior walls. This system would, in my opinion, allow for greater flexibility in placing the laboratory tables and equipment than would the former.

In addition to advice and suggestions from Prof. Saim Serac, we were able to enlist the assistance of a professor on the chemistry staff at Istanbul University. He showed the architects through the laboratories, storerooms, and service areas of the Chemistry Building at Istanbul University, pointing out the good and weak features of their building. He was most helpful in answering questions the architects and I raised. This tour and discussion was most helpful to the architects.

I also provided the architects with data on laboratory planning and a copy of the text, Laboratory Design, prepared by the National Research Council on Design, Construction and Equipment of Chemistry Laboratories, edited by H. S. Coleman and published by Reinhold Corporation of New York.

The architects developed an interesting plan for the dormitory to accommodate 400 boys. In addition to providing sleeping, study and spacious food service facilities, a generous area is devoted to social and recreational use. Ample space is also provided for laundry service for the staff and students.

Student dining rooms will be located on two floors and will be serviced from a central kitchen. The dry and refrigerated food storage areas will be located in the basement. I questioned the use of a ramp leading from the kitchen to the basement storage areas as it may become slick from the spilling of kitchen greases.

The circular service stair leading from the kitchen to the upper dining room was also criticized as being hazardous. It was also suggested that more and larger dumbwaiters or lifts would be needed to serve the upper dining room which is planned to seat 200 diners. The use of modern dishwashing equipment was also strongly recommended.

The two main circular stairways as planned, leading to the upper dormitory floors, are hazardous judged by United States safety standards. I urged that they be changed to standard rectangular stairs and enclosed in fireproof walls and doors for public safety. I criticized severely the circular stairway shown on the sketch plans at the west end of the dormitory building as being particularly hazardous. It is located where it cannot receive natural light during the daylight hours so it will have to be artificially lighted day and night.

I met with Prof. Mary Rokahr, Refika Dogan, and one of the architects in the Nebraska Ankara office and discussed kitchen planning for the proposed faculty housing units. At the time we tried to impress upon the architect the need for planning kitchens which would also serve as models for instructional purposes. I also gave the architects trade and other literature on kitchen planning and the textbook "Architectural Graphic Standards" by Ramsey and Sleeper. A visit to the Kiz Institute in Ankara was also arranged so the architect could get a glimpse of the kitchen equipment in use there.

Preliminary small scale sketches (1:200) had already been approved and construction contracts awarded for the faculty apartment buildings. However, I made the following recommendations: (a) In the single-bedroom apartments, the kitchen should be slightly enlarged to accommodate a refrigerator and future range and a built-in closet added in the bedroom. (b) In the two-bedroom apartments, the smaller bedroom should be enlarged and built-in clothes closets added in both bedrooms. Larger balconies would also be desirable. (c) In the three-bedroom apartments, I urged the widening of the kitchen and enlargement of the two smaller bedrooms and that built-in closets be added. As planned, the three-bedroom apartments will be of the studio type with the living room ceiling two floors high and the rooms of the apartment spread over two floors. The main floor will contain the living room-dining room, study and kitchen. The upper floor will contain three bedrooms and bath and will be reached by means of a private stairway from the living room floor below. (d) I pointed out to the architects the need in all of the apartment buildings for additional storage space for each family and particularly the need for space to do the family laundry, drying, and ironing. It was agreed that basements would be added under all apartment buildings to provide those facilities.

The faculty apartment buildings will be highly desirable additions to the morale of the staff and will contribute greatly to the cultural and social atmosphere of the campus. They will, I am certain, also do much to raise the housing standards of Erzurum and of eastern Turkey. As stated earlier in this report, the plans for the faculty housing were approved and construction contracts awarded by the Ministry of Public Works, before we had opportunity to review the progress of the plans. Major changes were, therefore, difficult to obtain.

Should additional three-bedroom apartment buildings be required at a future time, I strongly recommend that a new set of plans be prepared. I have prepared

an alternate plan for a more commodious apartment building using the same total floor area as the one on which the construction contracts were awarded.

This alternate plan, which is attached to this report, can be built for the same cost and would place all rooms for an apartment on a single floor thus eliminating the two-story-high living room feature. It would also salvage the large space in the living room now taken up by the private stairway. Instead of three costly and space-consuming stairways, the alternate plan will require but one. Three extra large bedrooms with ample closet space can also be had. The reduction of the depth of the front bedrooms by one meter would effect an additional construction cost saving and still provide bedrooms at least 13 feet square. Two copies of the proposed alternate plan are on file at the Ankara Nebraska office and one is filed in the Rector's office at Erzurum.

Actual construction on the site at Erzurum has been very disappointing. Although construction contracts were let as early as July 4, 1957, there is very little construction progress to report as of this date. A mere trickle of reinforcing steel has appeared on the site, although promises have been in good supply. There are those who still hopefully expect one housing building and one instructional building to be ready for use for the fall of 1959....INSALLAH!!

Up until this stage of the planning program, one problem which confronted me was the language barrier. A member of the firm of architects was trained in Germany, so I had to resort to what memories still lingered of my high school German of a half century ago. But, we managed to get along reasonably well. At least, we are parting as friends, I'm sure.

Acting Rector Kadaster and I met with members of the Ministry of Public Works to consider the space requirements for the proposed Plant Science building. He explained to the Ministry representatives that the program for the Plant Science building as outlined in the competition program was merely a tentative program of space needs and that a more complete and detailed program would be needed by the architects to plan the building properly.

As a result of that conference, I was instructed to prepare a new program for the guidance of the architects. Assisting in supplying the necessary data for the Plant Science building were Drs. Ray and Fox of the Nebraska staff and Acting Rector Kadaster. The architects then prepared preliminary sketches from the data we submitted. These sketches were reviewed by Dr. Fox, Dean Kadaster, and me and returned to the architects with recommended changes.

A month or so later, a second set of revised sketches was prepared, incorporating suggestions made previously. These were reviewed by Dean Eyub Hizalan in his office at the Ziraat Faculty. Present at this meeting were Mrs. Prof. Ozbek, Soil Scientist of the Ziraat Faculty, Architect Cinici, and representatives of the Nebraska office. The revised plans were discussed and left with Dean Hizalan for further study and to relay on to Rector Ozbek.

A battery of ten greenhouses for research and instructional use will be incorporated in the building plans. A centrally located utility building will service the greenhouses. Prof. Paul R. Krone of Michigan State University was most cooperative in supplying me with plans and descriptive literature of their green-

house project. These data were also turned over to Dean Hizalan for his review. A number of Turkish plant and soil scientists from Ankara University are acquainted with the greenhouse operation at Michigan State and were favorably impressed with it. Adopting some of the desirable features of the Michigan State plan to suit conditions in Turkey will, I am sure, produce an efficient group of greenhouses.

Larger scale plans for the Plant Science building are now being developed by the architects. It is expected that the plans will be completed by late summer.

I have also prepared a tentative program, listing in detail the space requirements for a future Animal Science building. The data for this building were supplied by Acting Rector Kadaster. Drs. Simms and Crowe also cooperated with helpful suggestions.

The tentative program contemplates a very large building to accommodate nine sub-departments having a total of 85 faculty members, including assistants. A large stock judging pavilion is also contemplated in the tentative program as now prepared. The pavilion unit will be very costly to construct and should, in my opinion, be postponed in favor of other more urgently needed instructional buildings.

Dr. Aras, Agricultural Economist on the Ataturk University staff, supplied the data for compiling the program which I prepared for space needs for the curriculum in Agricultural Economics.

I also served with Dr. Aras on the committee appointed by the Ministry of Education to study the bids submitted for the purchase of laboratory equipment to be bought out of the \$154,000 special equipment which was allotted to Ataturk University. A list of the bidders and prices submitted by each were forwarded to the Ministry of Education with the committee's recommendations.

During the past year I accumulated a library of plans of building types which should serve as a guide in establishing space requirements for future buildings. Included are plans for the following building types: Agricultural Engineering, Residence Halls, Veterinary Medicine, Home Economics, Chemistry, Animal Science, and Stock Judging Pavilion.

Plans for the proposed Home Economics building for Ankara University were prepared by Kadri Kalaycioglu and Vedat Yalcinkaya, architects of Ankara. The program for this building was prepared by Professors Rokahr and Smith, and the architects were selected by public competition. I participated with Prof. Rokahr and her Turkish colleagues in the various planning stages of the building and in listing equipment and furnishings for instructional use.

A pilot canning plant was listed in the competition program for inclusion in the Home Economics building. As the plans progressed, it was decided that a canning plant of the type contemplated should not be installed in the Home Economics building.

Funds for the construction of the Home Economics building are being processed, and construction work should be well under way by the fall of 1959, if approved.

Mention should be made of two other interesting projects with which I was associated but which were not related to the Nebraska program. I was invited by USOM to meet with the directors of the Florence Nightingale Foundation to advise on the selection of an American architectural advisor for the planning of the proposed Florence Nightingale Hospital and Nurses Training Center at Istanbul.

A large tract of land in Istanbul had been procured on which it was proposed to build a group of buildings comprising a 500-bed general hospital, a combined nurses' residence hall and classroom building, an office building for doctors and internes, and a central heating plant, supply and service building.

I made two trips to Istanbul, as the plans developed, to confer with the architectural advisor and the Turkish architects who were selected to prepare the plans. Construction has begun on the combined nurses residence and the classroom building. The nurse training program will be directed by Columbia University.

Another interesting and highly important project for Turkey in which USOM invited me to participate is concerned with the educational program for the Turkish military draftees.

Illiteracy among the soldiers in the Turkish army has been very high. This is especially true of soldiers from the small villages. The Turkish and American General Staffs have been concerned about the illiteracy among service men and sought means for correcting that deficiency as speedily and easily as possible. I met with the combined general staffs on several occasions to serve in an architectural advisory capacity on the building needs and the site planning for such a project. Representatives of USOM and Georgetown University also attended the meetings.

It was proposed to establish ten to thirteen army training centers throughout Turkey, each center to train about 20,000 soldiers. Intensive teaching programs would continue for six days per week for periods up to two months.

At each center there will be a complex of buildings, comprising several barracks; a classroom building; one or more large dining halls which will also serve as assembly halls and which can be used for showing movies to large groups; a centrally located kitchen; heating plant, supply and general storage buildings and related services.

The Turkish Government lost no time in putting this program into operation. Existing facilities are being converted for temporary use, and construction work is already under way at several centers.